

Social Problems (Soc 2) PowerPoint Slides College of Alameda, Mark Swiencicki, Ph.D.

How to use these slides: These are the slides I'll be showing during my class lectures. Wherever you see an underlined blank space you should write in the critical words I left out of the slide. The blank spaces after each sentence or slide are there for you to add the details or examples of each slide that we will talk about in class. Note: There is not a slide for every class topic, so bring a notebook to take notes on those topics.

S1a SOCIOLOGY: DEFINITION & TARGET:

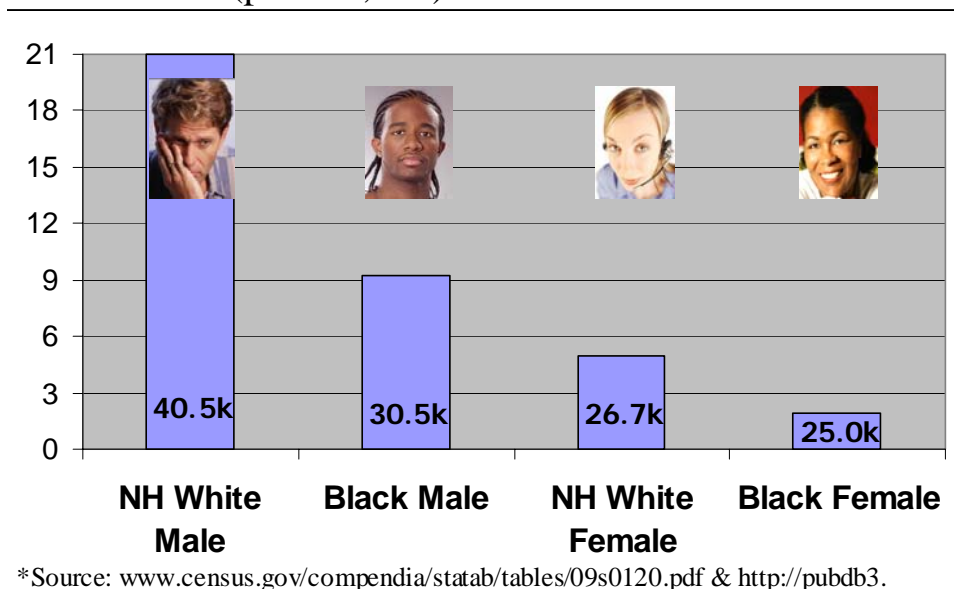
DEFINITION: The systematic & scientific study of human behavior, groups, society, and the general social patterns/trends that are found in society.

TARGET OF STUDY: social attitudes, norms, social interaction, relationships, organizations, institutions, structures, world systems, and cultures.

S1b) Core Assumptions of Sociology:

- Social life is not haphazard (it has patterns & predictability);
- Our job is to learn what those patterns are and what causes them;
- The study of patterns allows us to see how “personal” problems might be caused by structural factors like the economy, government, or the culture.

S1c) U.S. Suicide Rates in 2006 by Race, Sex & Income (per 100,000)*:



*Source: www.census.gov/compendia/statab/tables/09s0120.pdf & http://pubdb3.census.gov/macro/032006/perinc/new03_000.htm “NH” = “Non-hispanic”.

S1d) Durkheim's Theory of Anomie/Integration:

- extreme _____ leads to (→)
- lower social integration and ties to other people →
- lower morale →
- higher likelihood of _____.

S2a) Elements Holding Together Society:

- **Roles:** social behaviors & expectations associated with a particular social status or position.
- **Norms:** social rules governing what behavior is _____.
- **Deviance:** any violation of a group's social _____.
- **Culture:** mental & physical way of life of a people.
- **Socialization:** process whereby people acquire the knowledge, attitudes, values & behaviors essential for effective participation in society.

2b) **Social Status:** A Position within a Group or Society that determines how others view & treat us.

Types of Status:

- Ascribed (granted by _____):
- Achieved (i.e., _____):
- Master (so key or core it carries _____ in determining how others view & treat you- usually can't be visibly concealed):

S2c) Different kinds of Social Groups:

- Group: an _____ association between a number of people who share some social, economic, or political role in common. (Example?)
- Organization: a _____ association of people dedicated to achieving some social, cultural, economic or political task or goal. (Example?)
- Social Institutions: relatively stable roles, behaviors & organizations designed to enable a particular _____ (Example?)

S2d: Social Structure: the patterned and relatively stable _____ of roles and statuses found within societies and social institutions.

-Gives society its _____ and _____.


What are the major institutions that Americans use to raise kids and satisfy their own needs?

Stratification System: a system/systems that _____ people into _____ groups, thereby giving each group a different degree of power/wealth/opportunities/privileges.

– Examples?

2e) GENERAL DISTRIBUTION OF WEALTH, POWER & PRIVILEGE IN AMERICA

High Wealth/Power/Privilege

<u>SEX</u>		<u>RACE</u>	<u>CLASS</u>
Males		Whites	Upper Class
			Upper Middle Class
			Lower Middle Class
Females		Minorities	Working Class
Low Wealth/Power/Priv.		Lower/Under Class	

S2f) **Components of Society:** (provide an example of each)

- » Individuals;
- » Primary Groups;
- » Secondary Groups;
- » Formal Organizations;
- » Institutions;
- » Societies;
- » Cultures/Civilizations.

Week 2 (Theory & Methods)

S2g) “Social Problems” Exist Whenever a:

- a) sizeable difference exists between the _____ of society & its actual achievements;
- b) significant number of _____ believe an issue is a social problem.

S3) Necessary Catalyst for Public Consciousness of an Issue as a Social Problem?

Emergence of a Social Movement.

Examples:

- US Slavery:
- Female Chattelry:
- Frequent Economic Depressions:
- Frequent Large-Scale Wars:
- Destruction of Environment & Toxic Dumping:

(S4) Comparing US vs. European Cultural Values

<u>Core American Values:</u>	<u>Core European Values:</u>
-Little trust of government	-Government generally trusted
-taxes & welfare disliked	-taxes & welfare supported
-poverty & inequality tolerated	-less tolerant of poverty & inequality
-individual's needs paramount	-family & community's needs paramount
-poverty result of individual	-poverty result of system

S6 Types of Sociology:

Microsociology: the detailed study of what people say, do, and think during their _____ lives.

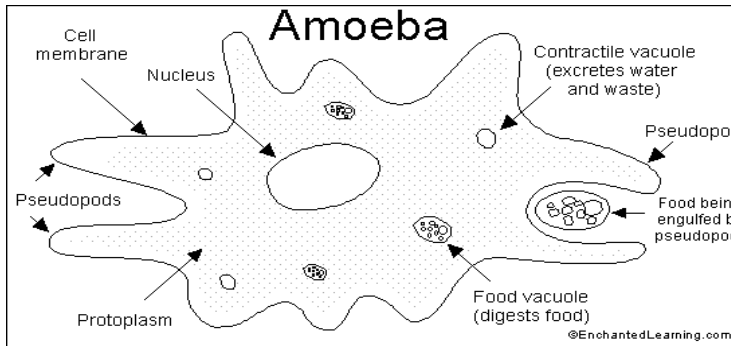
Macrosociology: the study of the large-scale, long-term social _____ that shape human behavior (i.e., organizations, institutions, the State, social class, gender, the economy, culture & society, etc.)

S7) The Functionalist Perspective:

- Society is held together by shared _____;
- Society is a joint effort of many institutions & roles _____;
_____;
- The Primary cause of social problems is _____, which generally result from rapid social change, or from deviant individuals.



S8) Functionalism - Society as an Organism:



If so, what would its components consist of?

S10] Conflict Perspective

- Society is held together by _____;
- Society is a struggle for _____ among competing _____;
- The primary cause of social problems is the _____ & _____ of some groups by others;
- _____ used by ruling elites to maintain power & control over resources.
- _____ & _____ against oppression are necessary to effect social change.



S11) **False Consciousness:** according to Marx, “false consciousness” occurs when subordinate, less educated groups adopt the ideology or world view of the ruling or dominant group.

S12) Symbolic Interactionist Perspective:

- Individual behavior is based on the _____ & shared _____ we learn;
- Learning occurs during interactions between individuals & other people and groups;

Primary cause of social problems is the way we _____ ourselves, others & our social situations.
Solution: better understanding of each other and change in language used.

**S12b: A Symbolic Interactionist View of White Racism:**

“Part of the reason that African Americans are seen as inferior to whites is because the language is biased against them. In European culture the color “black” has long been associated with “evil”, while the word “white” symbolizes “purity & goodness”.

S13) Micro- & Macro-Approach: The Feminist Perspective:

- _____ is a basic organizing principle of contemporary society;
- Social Position of women is both different from & unequal to that of men;
- Primary cause of social problems is exploitation of women by men.
- Solution: women’s liberation/feminist movement.

S15) Match Appropriate Method with Soc. Problem:

a) Experiment, b) Interviews, c) Govt. Statistics, d) Surveys, e) Participant Observation

Q1: Has the crime rate been increasing or decreasing over the past 15 years?

Q2: Why do many inner-city men hang out in the street together during the daytime?

Q3: Why do men who rape women do so?

Q4: How do various groups in America feel about affirmative action?

Q5: Does exposure to pornography cause violence against women?

S16a) Experiment: Does Pornography Cause Violence Against Women?***Step 1:***

2 groups of male college students exposed to different kinds of pornography.

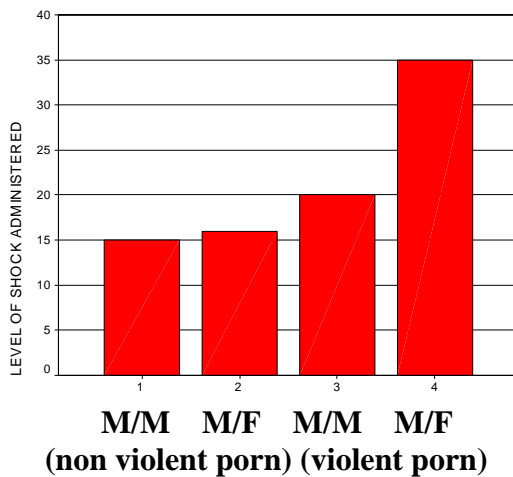
Group 1: 20 males view non-violent porno.

Group 2: 20 males view violent porno.

Step 2:

- a) Males instructed to administer electric shocks to men & women for each wrong answer given.
- b) Severity of shocks measured to determine level of “violence” towards each group.

S16b) Results of “Does Porn Cause Violence?” Experiment*:



See: Donnerstein, Linz & Penrod, 1987, *The question of pornography: Research findings and policy implications*.

(S17) Standards for avoiding Bias & Misinformation:

- 1) Does the author have _____ expertise on subject?
- 2) Does author appear to be especially _____ to some viewpoint? (i.e., who funded or published study?)
- 3) With what evidence does author support his or her claims?
- 4) Does author’s evidence support his/her claims?
- 6) Does author make overly emotional or moral judgments that are unsubstantiated? (i.e., “most people feel”, or “any decent person would ...”)
- 7) Do author’s conclusions fit the conclusions of others? (i.e., no claim can be “proven” with 1 study)

Weeks 3-4.5 (Gender & Sexism):

S18a) Topic Objectives:

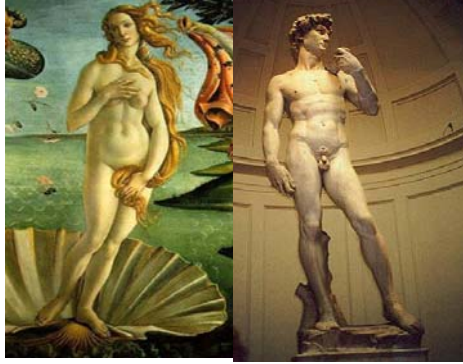
- 1) How are “Sex Category Differences” & “Gender Differences” separate phenomena?
- 2) Are “gender differences” produced by biology or culture?
- 3) What causes the “Gendering Process”?
- 4) How does “Gender” create systems of culture & stratification?
- 5) What is sexism, and how does it oppress women in our society?
- 6) What types of feminism have arisen to combat sexism?

S18b) Sex Categories: the divisions of organic beings into different classes based upon their anatomical, genetic & reproductive differences. Easy to do with di-morphic animals.



Nala

Simba



Venus

David

- 18c the purely _____ differences that result from being born either a _____ or a _____.
- **Males:**
 - penis;
 - 30% stronger;
 - testes;
 - pronounced facial hair;
- **Females:**
 - vagina;
 - 30% weaker;
 - ovaries;
 - little facial hair.

S19a Gender: A System of Culture & Stratification:

- As Culture: the cultural understandings of what constitutes _____ or _____ in a society (i.e. how one is supposed to act & feel if born _____);
- As Stratification: a system of stratification in which _____ assume and acquire more power, importance & privileges than do _____.

S19b & c) Discussion Questions for “Fight Like a Girl Club” Video Clip:

Instructions:

- 1) Make a list of all of the norms of masculinity that the men in this film are breaking.

2) According to the film, how is a “real man” supposed to act?

S19d) ”Sex Category Differences” vs. “Gender Differences”:

• **Sex Category Differences:** _____ based differences between the sexes (XX; XY; XXY; etc.)

• **Gender differences:** social behavior which _____ how one _____ about one's proclaimed _____ category.

S19e) Gender: Biology or Culture?

Biological Determinism: the belief that most human behavioral traits emanate from one's _____ traits; assumed most behavioral differences between the sexes result from biology.

Social Constructionism: the belief that each society creates & enforces different _____, styles & roles for each sex.

S19f) Sex Hormone Experiments in Rats:

Behavior of Male Rats before Estrogen Injections: **Aggressive**

Behavior of Female Rats before Testosterone Injections: **Passive**

Behavior of Male Rats after Estrogen Injections: **Fairly Passive**

Behavior of Female Rats after Testosterone Injections: **Fairly Aggressive**

Conclusion?

S19g) Sex Hormones*, Age, & Typical Social Behavior of the Average US Citizen:

Age: Sex: Hormone Levels* Behavior:

5-10: M t e

 F t e

14-45: M T e

 F t E

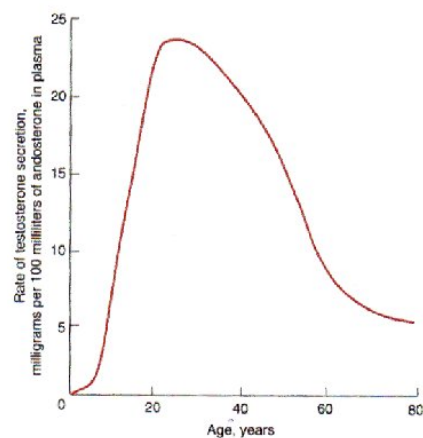
60-75: M t e

 F t e

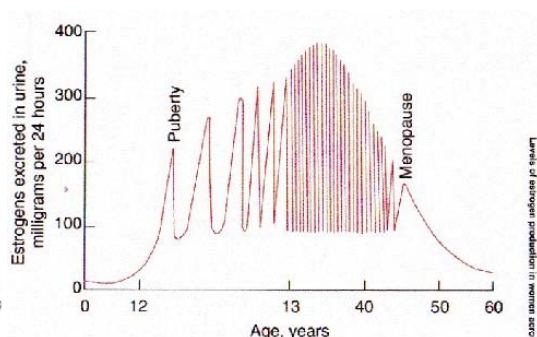
*Note: t=testosterone, e=estrogen, T=high level of testosterone, t=low level of testosterone.

So do differences in sex hormones appear to have much of an effect on how humans do gender?

S19g) **Human Male**
Testosterone Levels:



Human Female
Estrogen Levels:



Source: Online college physiology lecture at
www.siue.edu/~cbwilso/203notesHORM00.htm

S19h) **In Massai Culture which Sex is More into Fashion, Makeup & Jewelry?**
Females or Males?



What does Massai society tell us about gender differences among humans?

S20a) **Cultural Transmission Theory of Gender:** Boys act masculine & girls feminine because they are _____ for acting that way by their relatives, peers & older members of society.

- _____ for proper behavior;
- _____ or _____ comments for inappropriate behavior);

S20b) Gender Socialization in the Classroom:

- Teachers call on boys more than girls;
- Teachers tolerate male (but not female) impulsiveness, rule breaking & interruptions;
- Teachers praise _____ aspects of boys' papers, _____ of girls' papers;
- Apparent Result: Female _____ drops during puberty, but not for boys.

(S20c) Psychoanalytic Theory of gender:

1. different treatment as _____ causes different ego developments in each sex.
2. strong _____ in males (male infants _____ to go out and explore the world → leads to greater autonomy & self-confidence)
3. _____ in females (mothers much closer to and protective of their female infants → females never fully cut the umbilical cord psychologically)

S20d) Lyrics to "Daddy's Little Girl" (A Heavily requested US Wedding Song)

And you're Daddy's Little Girl. You're the end of the rainbow. My Pot of Gold. You're Daddy's Little Girl to have & hold. A precious gem is what you are. You're Mommy's Bright & shining star. You're the spirit of Christmas. My star on the tree. You're the Easter Bunny to Mommy & me. You're sugar. You're spice. You're everything nice and you're Daddy's Little Girl.

S20e) Cognitive Development Theory of Gender:

- 1) Child comes to _____ itself as either male or female from _____ months;
- 2) Child adopts _____ behavior as observed in others;
- 3) Child begins to act in rigidly _____ ways (i.e., is disturbed by unexpected differences).



VS.



(S22a) Does a gender order which grooms boys to be dominant, aggressive & rule breaking, and girls to be passive, subordinate & rule following, create a culture that promotes such problems as:

- Stalking;
- Date Rape;
- Sexual Harassment;
- Domestic battering?

22b) **Group Assignment:** Provide examples from the video “Killing Me Softly III” of how advertising disseminates the following myths/claims:

1) Stalking & forcing women to have sex is sexy & romantic;

2) Women want to be sexually forced, or “No doesn’t mean no”.

22c) **Class Debate:** If a young woman is date-raped by a man in the U.S., who bears responsibility, the man or society?

S22d) **Oppression:** Having one's life _____ by forces and barriers which are not accidental or avoidable, but are systematically related to each other, that catch one between them and restrict or penalize one's motion in any direction.

Result: You get caught in a _____, or double bind, in which whatever you do, you will be penalized, or suffer deprivation. (Frye, Marilyn, 1998. “Oppression”)

S22e) Two Characteristics of an Oppressed Group:

- Your activities, rights & privileges are overly restrained, restricted, or prevented by another group that does have access to those opportunities;
- You are caught in a _____ in which all options lead to _____.

How does female sexuality place young women in a double bind both socially and professionally?

S23a & b) BEM: Adjectives Viewed as More Desirable for Each Sex

Males

Acts as a leader
Aggressive
Ambitious
Analytical
Assertive
Athletic
Competitive
Defends own beliefs
Dominant
Forceful

Females

Affectionate
Cheerful
Childlike
Compassionate
Does not use harsh language
Eager to soothe hurt feelings
Feminine
Flatterable
Gentle
Gullible

Has leadership abilities	Loves children
Independent	Loyal
Individualistic	Sensitive to needs of others
Makes decisions easily	Shy
Masculine	Soft-spoken
Self reliant	Sympathetic
Self-sufficient	Tender
Strong personality	Understanding
Willing to take a stand	Warm
Willing to take risks	Yielding

S24) Abbreviated list of Dichotomously Gendered Traits:

• <u>Masculine</u>	<u>Feminine:</u>
• Assertive	passive
• independent	dependent
• self-centered	caring about others
• rational	emotional
• strong/tough	weak/tender
• loud	soft spoken
• opinionated	careful

Note: considerable research suggests that the above pattern applies less strongly to poor black women. Why?

S25) **Masculinism:**

- An ideology in which nearly everything associated with men or males is seen as superior to nearly everything associated with females and femininity.
- Average Salaries & Attendance for Professional Basketball Players:

	NBA:	WNBA:*	Male Advantage
Salaries:*	\$4,100,000	\$50,000.00	
Attendance:^	17,050	7,746	

Sources: *: www.bizjournals.com/sacramento/stories/2004/12/06/story7.html;

^: www.womenssportsfoundation.org/binary-data/WSF_ARTICLE/pdf_file/54.pdf & http://findarticles.com/p/articles/mi_m0EIN/is_2004_April_20/ai_115571386

S26a) **Effects of the Cultural Devaluation & Denigration of Females & Femininity:**

- Over the course of the 20th century women have enthusiastically embraced nearly all things associated
- with _____, while men have generally avoided everything associated with
- _____.

(i.e., our culture has a “masculinist” bias against women)

S27) Rate of Increase in each Sex's Entrance into various Gendered Professions: 1920-97:

- Female Doctors: 444%
- Male Nurses: 78%
- Female Engineers: 1800%
- Male Librarians: 67%

Women → are flocking to male professions.

Men → are largely avoiding female professions.

Sources: US Census 1921/1998

S28a) Masculinism's Effect on Fashion:

- Over the past century women have come to wear nearly every article of men's clothing, while it is difficult to think of a single article of female clothing that has been publicly and normatively adopted by males at a mass level.
- Can you think of any examples of this?

S28b: Sexism: the belief that one sex is _____ superior to the other sex.

S28c: **Group**

Assignment:

- 1) Form teams of 4 5
- 2) Find 3 pieces of textual evidence that the author of this ad is a sexist;
- 3) Have group leader report results.

Source: www.birminghamuk.com/femaledriver.htm

Female Drivers

Why pay more for car insurance?

Here are some reasons why this policy has been **specially designed** for women.

We cover all Breakdowns emotional and physical

Special Allowances for:

- Hesitancy and driving dangerously slow
- Concentrating too hard to be polite
- That special week each month* (even though you won't admit it)
- Not being able to judge the size of your car
- Talking to your passenger
- Driving in heels
- Total inability to park



We EVEN allow for:

- Giving your car a name
- Looking *through* the steering wheel
- Rear view obscured by furry toys
- Checking your lipstick

AND

- Obtaining your license from a christmas cracker



S31) Gender: A System of Culture & Stratification:

- As Culture: the cultural understandings of what constitutes _____ or _____ in a society (i.e. how one is supposed to act & feel if born _____);

- As Stratification: a system of stratification in which _____ assume and acquire more power,

importance & privileges than do _____.

S32) Religious Disseminations of Male Supremacy

-“If a woman have conceived seed, and born a man child: then she shall be unclean seven days” (Leviticus 12:2)
 “But if she bear a maid child, then she shall be unclean two weeks” (Leviticus 12:5)

-St. Paul, in I Timothy 2:12-15: "I am not giving permission for a woman to teach or tell a man what to do... A woman ought not to speak, because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

-"Men are superior to women on account of qualities in which God has given them preeminence." Quran 4:34

S33) Television's Portrayal of Male Superiority:

- ☐ Men gain _____ by doing most of the commercial voiceovers;
- ☐ Women tend to perform typical _____ activities;
- ☐ Women are _____ than men;
- ☐ Fewer girls & women appear than boys & men.

S34a) Percentage of US Women in High Political Office, 1990 vs. 2007

<i>Office Type:</i>	<i>1990</i>	<i>2007-9</i>
President	0	0
US Senate:	2	
US House:	6	
Governors:	6	16.1
State Legislators:	17	23.5

Source: www.cawp.rutgers.edu/Facts.html#elective

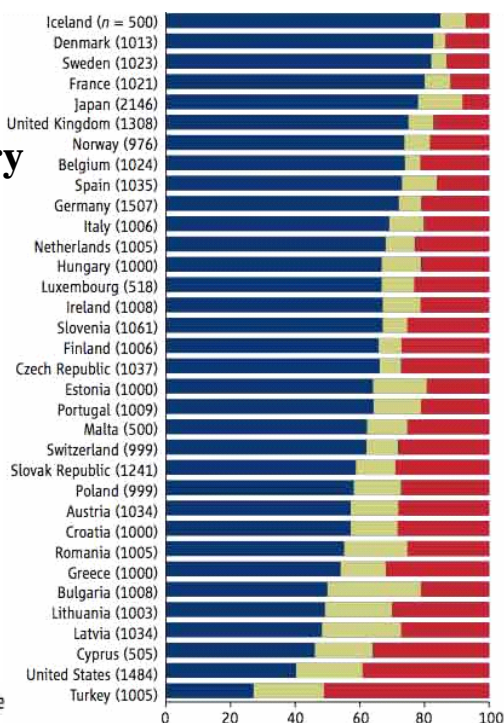
S34b)

Percentage of Female National Legislators in Major Industrialized Protestant nations in 2004-2007

Country	% Women	Elections
Sweden	47.3	09 2006
Finland	42	03 2007
Norway	37.9	09 2005
Denmark	36.9	02 2005
Netherlands	36.7	11 2006
New Zealand	32.2	09 2005
Iceland	31.7	05 2007
Germany	31.6	09 2005
Switzerland	29.5	10 2007
Australia	24.7	10 2004
Canada	20.8	01 2006
U.K.	19.7	05 2005
U.S.A.		11 2006

source: Inter-Parliamentary Union @ www.ipu.org/wmn-e/classif.htm

34c) Percentage of People who Accepted the Theory of Evolution in Europe & the U.S in 2005.



Source: <http://news.nationalgeographic.com/news/bigphotos/21329204.html>

S34d) The Political Strength of Evangelical or “Born Again” Christians in the U.S.:

- In a 2000 Gallop Poll of Americans, 45% identified themselves as “Evangelical or Born-Again” Christians.*
- What position does the New Testament take on women exercising political power?

*Source: www.publiceye.org/magazine/v17n2/evangelical-demographics.html

S34e) **St. Paul's Views on Women & Power:**

- St. Paul, in I Timothy 2:12-15: **"I am not giving permission for a woman to teach or tell a man what to do... A woman ought not to speak,** because Adam was formed first and Eve afterwards, and it was not Adam who was led astray but the woman who was led astray and fell into sin. Nevertheless, she will be saved by child rearing."

s34f) **% of Government Female & Government-Mandated Maternity Leave Levels**

Country	% Women	Weeks	% Pay
Sweden	47.3	64+	75
Finland	42	15	80
Norway	37.9	18+	100
Denmark	36.9	18+	100
Netherlands	36.7	16	100
New Zealand	32.2	14	0
Iceland	31.7	8	flat rate
Germany	31.6	14	100
Switzerland	29.5	8	100
Australia	24.7	52	0
Canada	20.8	17	55
U.K.	19.7	18	90-flat
U.S.A.			

Source: International Labor Organization @
www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang-en/WCMS_008009/index.htm

s35) **Sex of Executives Officers at the Fortune 500 Companies in 2005:**

Title	Number of Positions:	# of Women in Position:	% Female
Chair Only	71	0	0
Vice Chair	110	7	6.4
CEO	502	8	1.6
President	139	4	2.9
COO	76	2	2.6
Senior Exec. VP	57	7	12.3
Executive VP	1428	196	13.7
Total	2383		

Source: Catalyst 2005 at
www.catalyst.org/files/full/2005%20COTE.pdf
 -2010 total for female executive officers = %, Catalyst 2010.

S36) **Top 2 Reasons Women Get Passed over for Fortune 500 Executive Positions:**

- According to Catalyst's 2005 survey of male and female CEOs, the top 2 reasons women get passed over for most upper management jobs is because:
 - 1) Women don't get as much lateral job experience as do men; and

2) Women aren't viewed as being as strong at leadership as are men.

Source: Catalyst 2005, at www.catalyst.org/files/full/2005%20COTE.pdf

s37) 2008 Average U.S. Income by Sex & Education in Thousands:

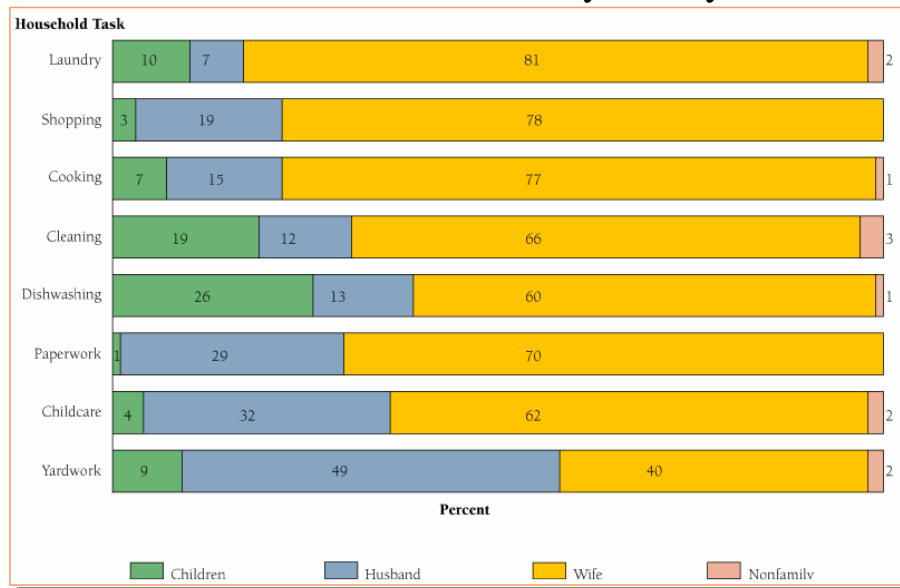
Years of Education	Women	Men	Female Share of Male Earnings
<9	21.3	28.3	75%
9 to 12	22.2	33.5	66%
HS grad	31.7	43.5	73%
AA/AS	39.9	54.8	73%
BA/BS & >	60.3	94.2	64%
Total			%

Note: Includes only full-time, year round workers aged 18 and older.

Source: 2008 U.S. Census @

www.census.gov/compendia/statab/2011/tables/11s0702.pdf

s38) Household Task Distribution by Family Members



Source: Goldscheider & Waite, *New Families or No Families?* Berkeley: University of California Press, 1991 (176).

(S40) Liberal Feminist Goals/Activities:

1) to study, draw attention to & stop the _____ ways women are portrayed and referred to by the media & in real life;

2) Consciousness raising sessions;

3) - _____ Movement;

-Comparable Pay Campaign;

-Affirmative Rights programs.

(S41) Marxist-Feminist Goals/Activities:

Main Premise: women are oppressed by a patriarchal form of capitalism that purposely underpays them & refuses to subsidize or support the reproductive efforts of women to boost profits on the backs of women.

Solution? :

- _____ of day care, health care & family services;
- Gov't-mandated health & family care services at work;
- State control over wages companies pay to women.
- Elimination of racism & classism.

(S42) Radical-Feminist Goals/Activities:

Women won't be equal to men until they build _____ institutions to develop the organizations & leadership that will allow them to compete with men. Major concerns: _____ against women.

Solution? :

- Campaigns to fight rape & stop pornography;
- Creation of women-centered books stores & collectives;
- Political Lesbianism often advocated or practiced.

Weeks 4.5-7 (Race & Ethnicity).

(S43) Objectives for "Racism & Ethnic Minorities" Topic

- Race (like gender) shapes people's identities & determines how much privilege, prestige & power each group receives. Thus this next topic explores:
- how race and ethnicity are socially and politically constructed in the US;
- how ethnic minorities have fared in the US over the past 2 centuries; and
- the political, economic and cultural consequences of racial and ethnic oppression.

S44a) "Race" in Biology & Physical Anthropology

- Biology: "a population that differs from others in the frequency of certain defining _____ traits";
- Physical Anthropology: "an isolated, inbreeding population with a distinctive _____ heritage".

■ Question: Do these definitions apply to humans?

S44b) 2000 U.S. Census Racial Categories:

1. White;
2. Black or African American;
3. American Indian and Alaska Native;
4. Asian;
5. Native Hawaiian and Other Pacific Islander;
6. Some other race.

* Note: Hispanic has never been a “race” (48% selected “white, 42% selected “some other race”).*

S45a) Why it's Impossible to Classify People by Race from a Biological Perspective:

- a) No particular defining trait or set of traits is limited to any _____ group.
- b) no defining trait/gene occurs in _____% of all members of a certain group.

45b) Do “Asian” Men Share an Eye, Skin or Nose Type?



Chinese



Indian



Vietnamese

S45c) Sunday February 11 8:20 AM ET 1999 First Look at Human Genome Shows How Little There Is

By Maggie Fox, Health and Science Correspondent

WASHINGTON (Reuters) - **The first in-depth look at the human genetic code has revealed much less than anticipated -- about half to a third the number of expected genes, scientists will announce on Monday.**

They said their findings so far made it clear that far from being a blueprint, the human genetic code was only a guidepost. The true directions for what makes a human being lie not in letters of code but in what the body does with that code.

They have found a few interesting tidbits.

They have also confirmed that there is no genetic basis for what people describe as race, and found only a few small differences set one person apart from another.

“You and I differ by 2.1 million genetic letters from each other,” Craig Venter, chief scientific officer at Celera Genomics ([news - web sites](#)) Inc., which carried out one of the two studies being published, said in a telephone interview. “Probably only a few thousand of those differences account for the biological differences between us, which means we all are essentially identical twins -- even more than I thought.” **Race Is 'Not A Scientific Concept.'**

Celera used DNA from five volunteers – 3 women and 3 men, ethnically African-American, Chinese, Hispanic and white. “You can clearly tell the females from the males because of the X and Y chromosomes, but race is not a scientific concept,” Venter said.

S45d) Race” for Social Scientists: a social construction in which categories of people are set apart from others because of _____ physical characteristics.



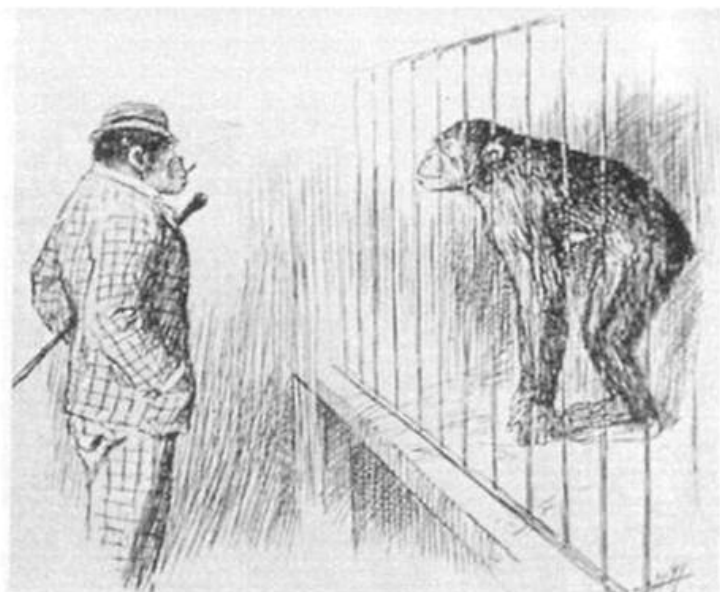
(S45e)

Social Construction of Race Assignment

Answer the following Questions in Groups of 4:

- 1) Do “Asians” really have “slanted” eyes?
- 2) Do Native Americans really have “red” skin?
- 3) If not, how are both of these features socially constructed rather than real features?

S46b): Before the Irish became “White”



“Mutual: Both Are Glad There Are Bars Between ‘Em!”

This visual stereotype of an apelike Irishman reinforced prevailing beliefs that the Irish were emotionally unstable and morally primitive. This cartoon appeared in *Judge* on November 7, 1891, and is typical of a worldwide tendency to depict minorities as apelike.

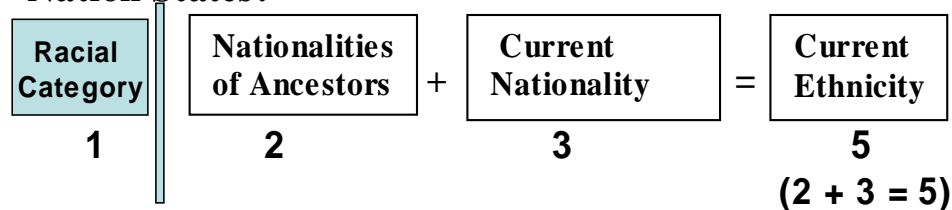
(The Distorted Image, courtesy John and Selma Appel Collection)

S47a) Ethnicity:

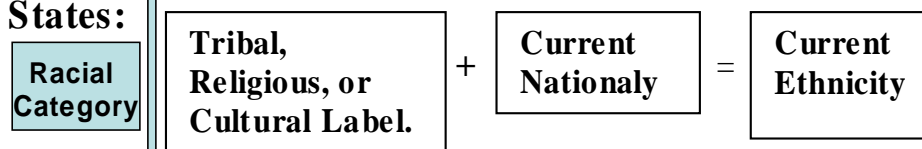
- a purely _____ status derived from a group’s shared culture or sense of “people hood”;
- Structured by such elements as a group’s language, religion, folkways, and their current and _____ nationalities.
- Examples of some ethnic groups?

S47b) Method for Determining One’s Ethnicity:

For Groups identifying selves with former Nation States:



For Groups not identifying selves w. former Nation States:



47c) Are Asian Americans really a “model minority”?

Median Household Income by “Race” (per 2004 US Census):

		% of White Earnings:
NH Whites:	\$49.0k	100.0%
Hispanics:	\$34.2k	69.8%
African Americans:	\$30.1k	61.4%
Asians:	\$57.5k	_____ %

Source: www.census.gov/Press-Release/www/releases/archives/income_wealth/005647.html

S47c):

**U.S. Adults
without HS
Diplomas in
2000:***

Ethnic Category	% < HS Diploma	
Asian Americans**	(% in Poverty)	
Cambodian Americans	53	(29)
Chinese Americans	23	(14)
Filipino Americans	13	
Hmong Americans	60	(40)
Japanese Americans	09	
Korean Americans	14	
Laotian Americans	50	(19)
Indian Americans	13	
Vietnamese Americans	38	
Hispanic Americans^		
Cuban Americans	30	(14)
Mexican Americans	50	(27)
Puerto Ricans	36	(31)
All American Adults	16	
Non-Hispanic Whites	11	(7.5)

*: Refers to US Adults
over 25. **: Source: 2000U.S. Census, from www.nea.org/teachexperience/images/aapiereport.pdf.^: Source: 2000 U.S. Census, from www.mentalhealth.org/cre/ch6_current_status.asp.**(S48) Ways of Treating Ethnic Minorities:**

- 1) Genocide- the complete or virtual elimination of an _____ group;
- 2) Domination: enforcing ethnic _____ to protect a privileged group;
- 3) Integration: ethnic minorities partake in the same social & economic institutions as the dominant group, live side by side, basic equality;
- 4) Pluralism: people live distinct but _____ lives, usually in different neighborhoods & possibly with different subcultures.

49a) Racism (as an ideology): the belief or attitude that 1 _____ group is _____ superior

to another _____ group.

S49b) Prejudice – Definition & Properties:

Prejudice: a system of (usually) negative beliefs, feelings, and action-orientations regarding a certain group or groups of people.

- Can be favorable or unfavorable;
- Can be aimed at _____,
- Can be expressed/done by _____.

S50) Discrimination: The _____ treatment of a group of people based on their group membership

- What social groups routinely get discriminated against in American society?

S51) Personal Discrimination: The _____ treatment of another by an individual without the backing of a social or economic _____.

Types of Personal Discrimination:

- 1) Derogatory expressions & comments;
- 2) Avoidance of Social Interaction;
- 3) Physical Abuse (“ethnoviolence”).

S52) Institutional Discrimination: The _____ treatment of others by someone backed by the resources of an _____.
(examples?)

S54a) "Scapegoat Theory of Prejudice": When the cause of a person’s or people’s frustration is too big or vague for direct retaliation, powerless bystanders are sometimes selected as targets of aggression.

S54b) “Scapegoating” in 1930s Germany:



Who did the Nazi's blame the economic collapse of Germany on in the early 1930s?

Why did so many Germans buy into this myth?

S55a: "Sense of Group Position" Theory: The psychological desire to see one's group as the _____ group in society leads the dominant group to define other groups as _____ (usually biologically) and/or unworthy of any major privileges, power and prestige.

White Supremacist Views of Various Minorities:

WIPE THAT SNEER OFF HIS FACE!



The Japanese during WW2



Jews: 1938 German children's book



Irish Americans in 1891

Sources L → R: WW2 U.S. Government poster; *Der Giftpilz* (*The Poisonous Mushroom*), a 1938 German children's book; *Judge* 11/7/1891.

S56a) "Prejudice thru Conformity" Theory: the degree to which a highly _____ individual expresses prejudice depends upon the level of _____ around him or her.

-moving to more/less prejudiced areas → higher or lower levels of prejudice;

-hearing other's refer to blacks confederates as "niggers" causes conformists to rate those blacks much lower than when non-racial disparagements were heard

S56b) Economic & Political Competition Theory: limited _____ in a society lead dominant groups to seek some _____ advantage by discriminating against powerless groups.

(S56c) White Stereotypes about Chinese Workers during the Absence & Presence of Economic Competition:

- " _____ " when competing with whites over gold mining (1850s);
- "industrious & hardworking" when building transcontinental railroad (1860s);
- "crafty, criminal or stupid" after Civil War during tight labor market (late 1870s-80s)

S61) Theory of "Internal Colonialism": ethnic minorities in the US can be broken up into 2 groups:

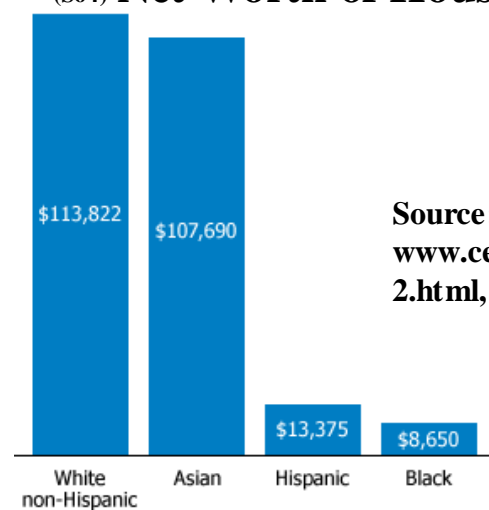
- Colonized minorities: ethnic minorities who were _____ by the US during slavery and/or had their institutions broken (examples?);
- Immigrant minorities: all other non-European immigrants who have come here _____. (examples?)

Due to history of colonization & slavery, colonized minorities are viewed as racially inferior and thus face more discrimination in the US than other immigrant minorities.

S63a) This created a Society in which Anyone who was not:

- White & Protestant (1820-1945), and then
 - White (1945 - present)
- lost out on all of the many white _____ that existed then and today.

(S64) **Net Worth of Households by Race, 2004**



Source: 2004 U.S. Census Bureau at
www.census.gov/hhes/www/wealth/2004/2.html,

% White **95%** **12%** **8%**

Wealth:

White Wealth: 8.5x > Latinos, 13.2x > Blacks.

(S65) **2008 Median Household Income by Race:**

		% of White Earnings:
NH Whites:	\$65.0k	100%
Hispanics:	\$ k	%
African Americans:	\$ k	%
Asians:	\$73.6k	113%

Source: 2008 U.S. Census, at
www.census.gov/compendia/statab/2011/tables/11s0696.pdf

(S67) **Results of Random Govt Discrimination Tests (among equally qualified job applicants, 90-92).***

<u>Race of Applicants</u>	<u>Treatment Compared to White Applicants:</u>
Blacks	- ____ %
Latinos	- ____ %

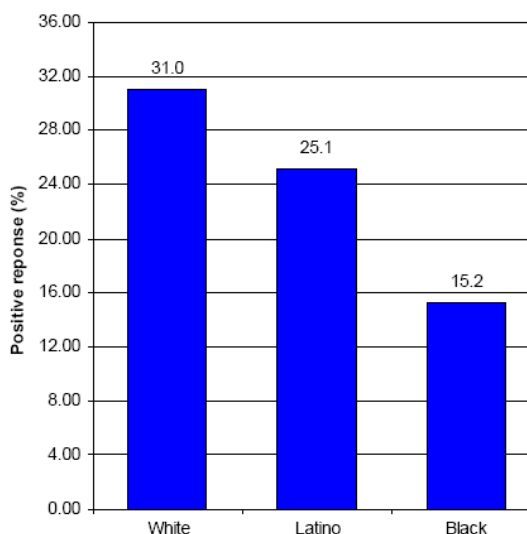
*Source: Fair Employment Council of Greater Washington, Inc, published at:
<http://clinton2.nara.gov/WH/EOP/OP/html/aa/aa04.html>

S67b1:

Job discrimination test results, entry level jobs, NYC 2004

(same dress, skills, no Spanish accents or foreigners, N=171)

Figure 1a. Positive responses by race and ethnicity



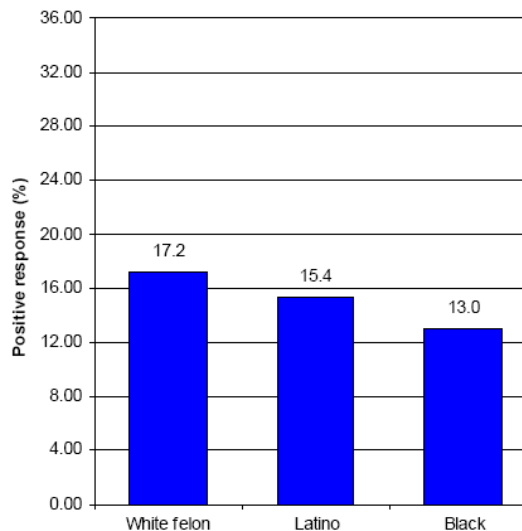
Source, Race at Work: A Field Experiment of Discrimination in Low-Wage Labor Markets, 2008, Page, Western, & Bonikowski at: www.law.virginia.edu/pdf/workshops/0708/pager.pdf

S67b2:

Job discrimination test results, entry level jobs, NYC 2004

(same dress, skills, no Spanish accents or foreigners, N=169)

Figure 2a. Positive responses by race, ethnicity, and criminal record



Source, Race at Work: A Field Experiment of Discrimination in Low-Wage Labor Markets, 2008, Page, Western, & Bonikowski at: www.law.virginia.edu/pdf/workshops/0708/pager.pdf

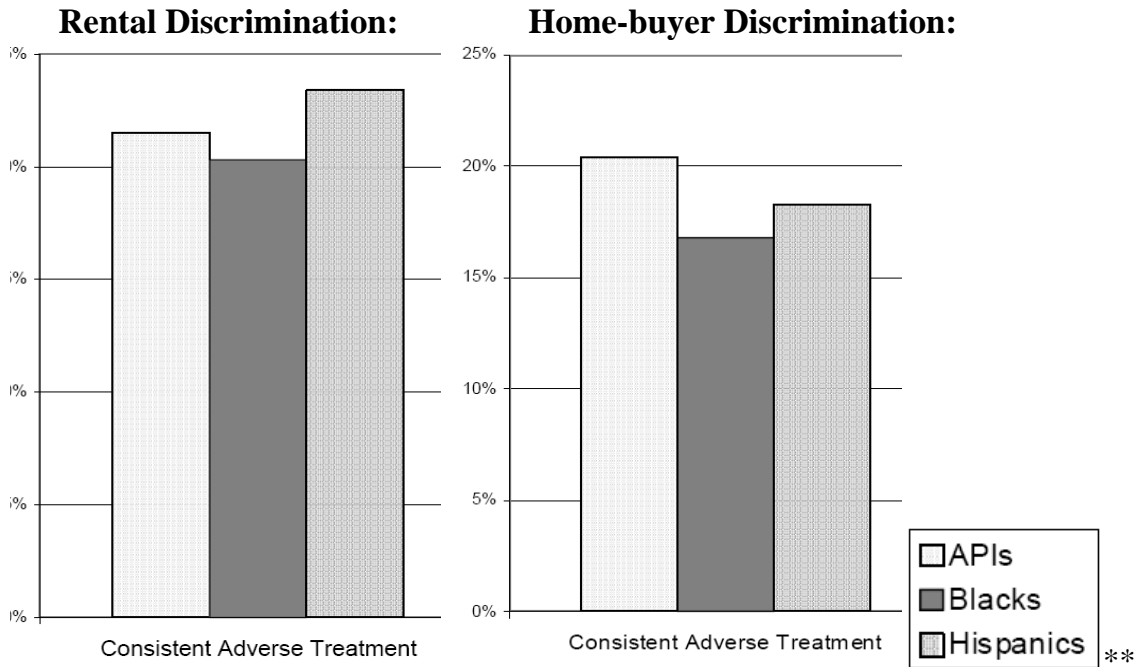
(S68a) Evidence of Housing Discrimination Against Ethnic Minorities

- _____% of Blacks & Latinos faced discrimination from rental agencies in 1991*;
- African Americans making \$50,000/yr had fewer housing choices than Latinos making \$_____, & same choices as African Americans making \$_____ in 1995**;
- redlining still keeps African Americans out of most largely-white suburbs.

*Urban Institute's Employment & Housing Discrimination Studies (1991).

** Minerbrook, Scott. 1995. "Home Ownership Anchors the Middle Class", pp. 183-187 Annual Editions 95/96, Guilford, Ct: Duskhin Publishing.

S68b) Housing Discrimination of Various Minorities, 2001-02*



*: Figures represent the % of times each minority group received adverse treatment compared to equally qualified white subjects in this controlled experiment. **: API refers to "Asian Americans & Pacific Islanders". Source: "Discrimination in Metropolitan Housing Markets: Phase 2 - Asians and Pacific Islanders", Urban Institute 2003, @ www.huduser.org/publications/pdf/phase2_final.pdf.

S69a) Share of Fortune 500 Senior Management by Ethnicity in 1995

Ethnicity	% of Fort. 500 Sen. Managers.	% of Population	Degree +/- Represented
White Men	97.0%	35.4%	+2.74x
African Americans	0.6%	12%	- _____X
Latinos	0.4%	10%	- _____X
Asian Americans	0.3%	4%	- _____X

*Source: Federal Glass Ceiling Commission, *Good for Business: Making Full Use of the Nation's Human Capital* (March 1995); US Bureau of the Census 1993 estimates for 1996).

(S70) 2004 Poverty Rates by "Race" of Family*:

% Below Poverty Line:

Non-Hispanic Whites:	8.6	
Whites:	9.8	(14% > nh whites)
Asians:	10.2	(19% > nh whites)
Hispanics:	21.9	(2.55x nh whites)
African Americans:	24.7	(2.87x nh whites)

Source: www.census.gov/Press-

Release/www/releases/archives/income_wealth/005647.html

B4 San Francisco Chronicle

3/10/05
*****SAN FRANCISCO

S69c

DIGEST**SAN FRANCISCO****Exotic dancers sue owner of strip clubs**

A group of exotic dancers sued the company that owns most of San Francisco's strip clubs Wednesday, claiming they're not being paid legal wages, some of their tips are confiscated and nonwhite dancers suffer racial discrimination.

The suit was filed in U.S. District Court by five past and present employees of the Hungry I in North Beach, one of at least a dozen local clubs owned by Déjà Vu Inc. of Las Vegas. Four of the women used pseudonyms, saying the firm blacklists complainers.

The women said Déjà Vu refused to consider them employees entitled to minimum wages and overtime pay, and instead treated them as independent contractors, even though their working hours and conditions are controlled by the company. They are forced to rely entirely on tips, but the company takes some of the tip money away as "stage fees," the suit said.

The women also said seven of the clubs require nonwhite dancers to work the day shifts, when the tips are smaller.

A representative of Déjà Vu was unavailable for comment.

— Bob Egelko

the son of the former police
kicked the other person
fight.

But Matthew Topping...



Tuesday, April 20, 1999

The Daily Campus (UConn) NEWS

Racial profiling bill heads to House

By ADAM GORLICK

Associated Press Writer

HARTFORD — A bill that would outlaw police from pulling over minority drivers who are not breaking any traffic laws passed from a legislative committee to the House floor on Monday.

But Sen. Alvin Penn, who is trying to push another version of the bill through the Senate, says the House bill is too weak.

Penn's bill would require police officers to record their observations about the gender and race of every driver they pull over. That information would be gathered by the Chief State's Attorney's office and used to determine whether profiling is a problem.

The bill passed out of the Judiciary Committee Monday but does not have those require-

ments.

"It's an ill-fated bill," Penn, D-Bridgeport, said. "It's a compromise, and this is something you can't compromise on."

Rep. Michael Lawlor, co-chairman of the Judiciary Committee, said the bills are not at odds with each other. He said there are questions about how police officers could compile racially sensitive information about drivers without offending them or creating an avalanche of paperwork.

"By what system are you going to identify who's in what category?" he said. "We have to make it clear that its not O.K. to target people based on their race or ethnicity. If it is happening, lets figure out how to monitor it in a way that does not unnecessarily burden the jobs that the cops do."

Minority drivers have complained they are sometimes stopped and queried by police because of their race, especially when driving an expensive car or driving through affluent neighborhoods.

Penn, who says he was a target of profiling in Trumbull three years ago, also wants police departments to set up a system to deal with complaints about profiling. If they don't, he wants the towns to be fined.

Complaints that Trumbull police have illegally targeted black and Hispanic motorists have prompted an FBI probe.

The investigation follows complaints from minority drivers and a memo by police Chief Theodore Ambrosini suggesting officers watch for people who don't fit into the community.

S71) Matrix of Poor, Black Male Oppression:

1) academics →

(unmanly/get beat up):

4) sports → (manly but improbable;

-1/100,000 success rate → NBA);

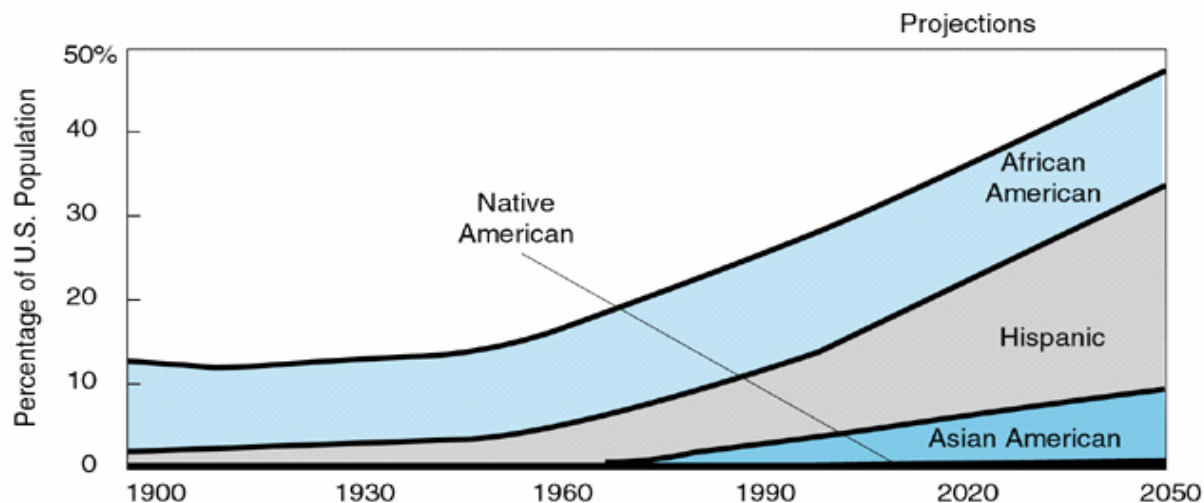
-poor performance in school

2) join a gang →Money/respect
(prison/death)

**NEED TO ACHIEVE
MASCULINITY & RESPECT**

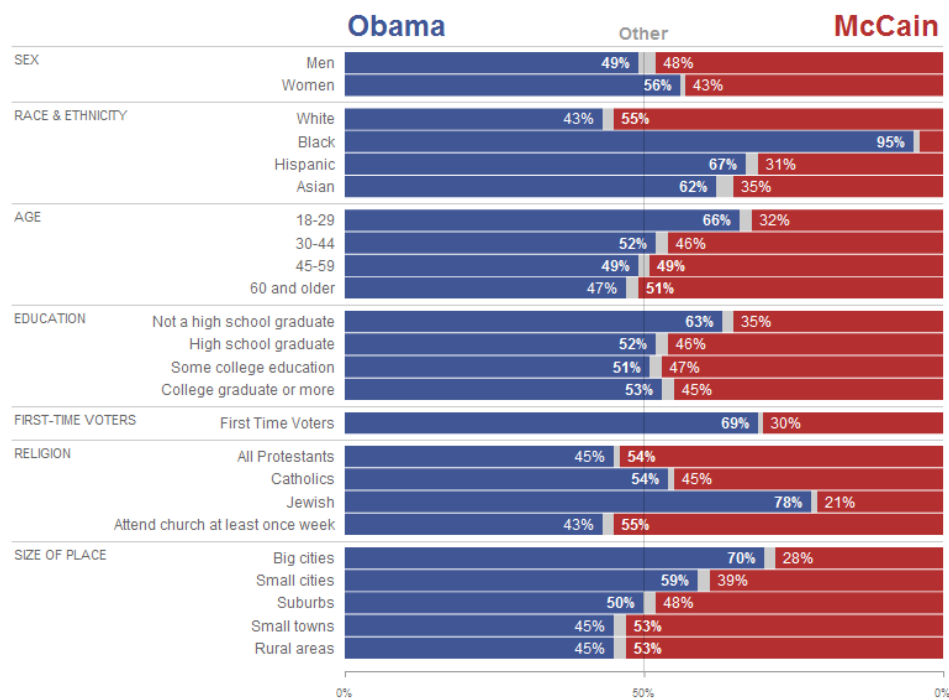
3) crime →money/success/respect
(prison/death)5) work/career/own business

-unlikely due to high unemployment rate
-(40% in NYC 18-25 yr olds in late 80s);
-lack of decent jobs for non-college grads;
-redlining of AA neighborhoods.



Source: 2000 US Census Estimates.

2008 Presidential Voting Demographics



Source: <http://elections.nytimes.com/2008/results/president/exit-polls.html>

s80) Racial Composition per 2009 U.S. Census

White (not hispanic).....	65.1%
Hispanic/Latino	%
Black/African American	%
Asian.....	4.6%
Multi-racial.....	1.7%
American Indian/Alaska Native....	1.0%
Native Hawaiian/Other Pacific Islander.....	1.7%

Source: 2009 U.S. Census at
<http://quickfacts.census.gov/qfd/states/00000.html>

Weeks 8-10: Class & Poverty

S81) Objectives for Poverty & Stratification Section:

- What is “class” and how do sociologists place people into socio-economic classes;
- How does socio-economic class affect the lives of poor and working Americans;
- Who are the Poor and the Underclass?
- Why is the Gap between the Rich & Poor Increasing?
- Who is to Blame for the Poverty of the Poor in the US?

S82a) Socio-economic Class: A social and economic system in which groups of people are **systematically** _____ into different grades (each with a different degree of rewards, privileges, and resources) according to how much human & economic capital they possess.

S82b) Different forms of Economic & Human Capital:

- Wealth: owned things capable of being converted into _____.
- Income: taxable money received each year;
- Prestige: the social _____ received from others based upon your occupation.
- Education & knowledge: your knowledge of culture, science, technology, or business;
- Power: the ability to get others to do what they don’t want to, do despite their resistance.

S82c) Sorting Americans into their Socio-economic Classes

Median Annual Wages for Various Occupations, June 2006 US Census				
Occupation:	Yearly Wage	Prestige Score	Typ. Educ.	Class
CEOs	\$140,013		Grad or prof	UC
Doctors & surgeons	\$127,999	86	Grad or prof	UMC
Lawyers	\$101,695	74	Grad or prof	UMC
Engineers	\$74,936	73	BS-Grad	UMC
Computer programmers	\$64,621		BS-Grad	UMC
College Instructors	\$63,568	74	Grad or prof	UMC
Chemists/materials scientists	\$60,840		BS-Grad	UMC
Accountants and auditors	\$52,749		BS	LMC-UMC
Police officers	\$50,606	60	HS	LMC
K-12 Teachers	\$46,000	65	BA/BS-Grad	LMC-UMC
Plumber/pipefitter/steamfitter	\$43,680		HS & Voc train	LMC
Electricians	\$42,120	51	HS & Voc train	LMC
Insurance sales agents	\$40,000	45	AA/AS	LMC
Automotive service tech/mechanic	\$37,960	40	HS & Voc train	LMC
All Workers	\$33,634			
Secretary/administrative asst.	\$33,351	46	HS - AA/AS	LMC
Retail sales manager	\$33,280		AA/AS	LMC
Production/Factory workers	\$28,475		HS degree	WC
Data entry workers	\$26,520		HS degree	WC
Construction laborers	\$26,050		9-12 years HS	WC
Retail sales persons	\$22,905		HS degree	WC
Janitors & cleaners	\$21,932	22	9-12 years HS	WC
Nurses aide/orderly/attendants	\$21,632		9-12 years HS	WC
Security guards	\$20,800		9-12 years HS	WC
Cooks	\$19,469	31	9-12 years HS	WC
Cashiers	\$17,992		9-12 years HS	WC
Maids/housecleaners	\$16,640	14	9-12 years HS	WC
Dishwashers	\$16,012		9-12 years HS	WC
Farmworkers and laborers	\$15,600		9-12 years HS	WC
Wages source: U.S. Bureau of Labor @ www.bls.gov/ncs/ocs/sp/ncbl0910.pdf				
Prestige source: Hughes & Kroehler, <i>Sociology the Core</i> , 2005:188.				

Slides 83a-87b: A Model for Placing Americans into their Socio-economic Classes*

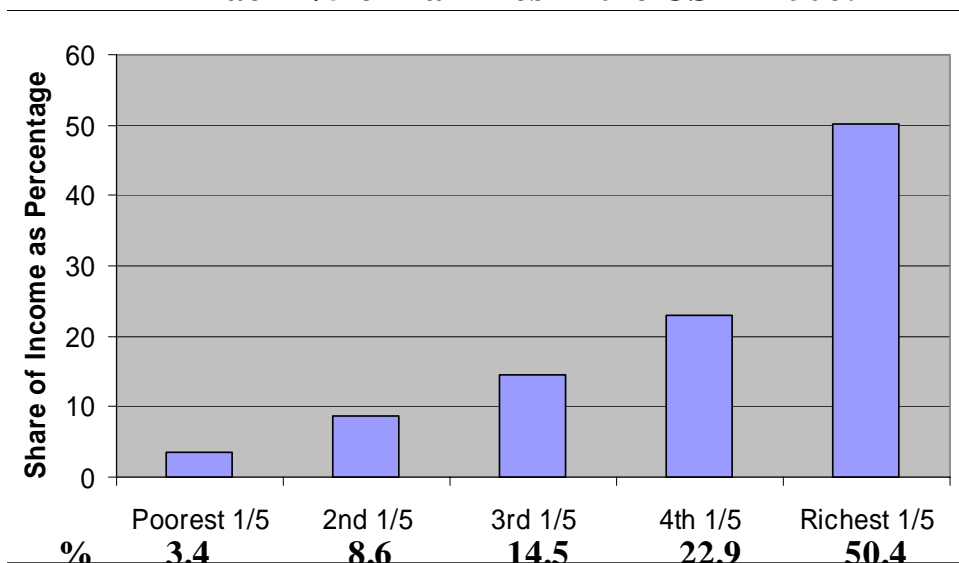
Class	Occupations and Pay	Typical Education
Upper Class (2.5%)	Heirs, large business owners, top-level executives, celebrities, national politicians. Common Household incomes: \$ +; Square Footage of Houses: +	Ivy league
Upper Middle Class (15%)	Highly educated professionals, corporate managers, experts. Common household incomes: \$;	B.S.- Graduate

	Square Footage of Houses: .	
Lower Middle Class (35%)	Semi-professionals, store managers, skilled trade/craft/tech workers with some autonomy. Common incomes: \$; Square Footage of Houses: .	1-3 yrs. college
Working Class (32%)	Clerical, pink & blue collar workers with typically low job security and autonomy. Common incomes: \$; Square Footage of Houses: .	High School
Lower Class (13.3% - 17%)	People occupying the poorest paid positions or relying on government assistance. Common incomes \$ ^ ; Square Footage of Houses: . Major causes of falling into poverty:	1-3 yrs. High School

*:The above model of socio-economic classification borrows from the research of Thompson & Hickey 2005, *Society in Focus*. Boston, MA: Pearson, Allyn & Bacon.

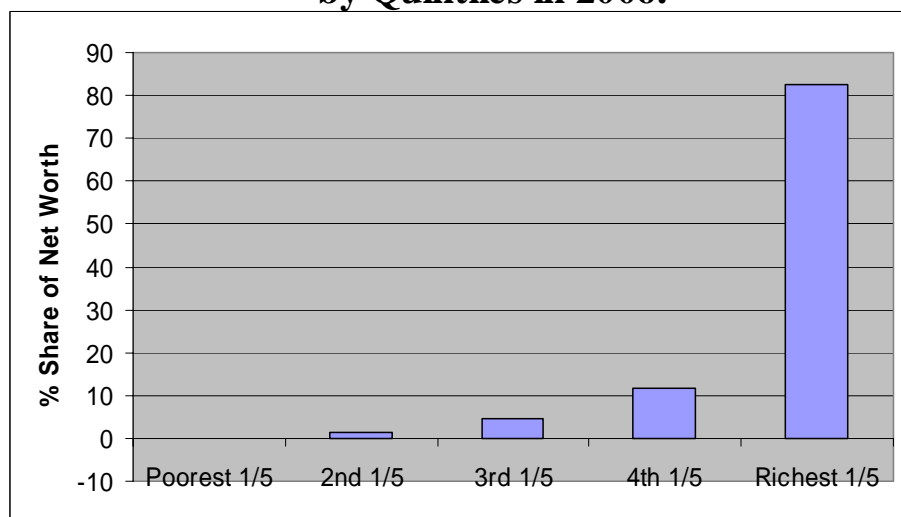
^: US Federal Poverty Threshold for a family of 3 was \$ in 2006,
www.census.gov/hhes/www/poverty/threshld/thresh06.html

**s88a) Share of Aggregate Income Received by
Each 1/5 of Families in the US in 2006:**



Source: U.S. Census Bureau, generated by Hughes & Kroehler, *Sociology the Core*, 2009: 180.

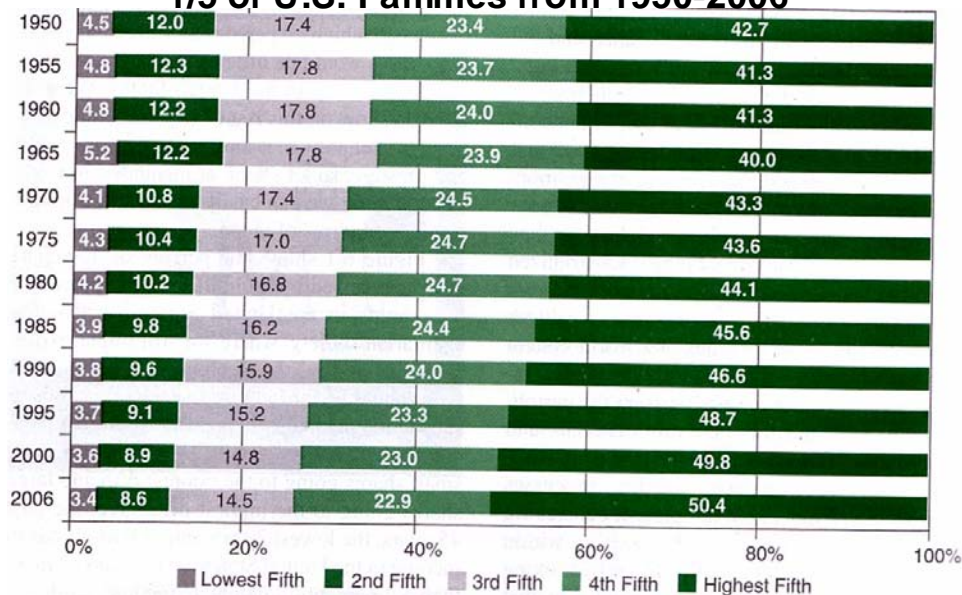
**s88b) Share of Total Net Worth of U.S. Families
by Quintiles in 2006:**



	\$200	\$23,400	\$93,100	\$251,100	\$833,300
%	(-0.18)	(1.14)	(4.37)	(11.81)	(82.87)

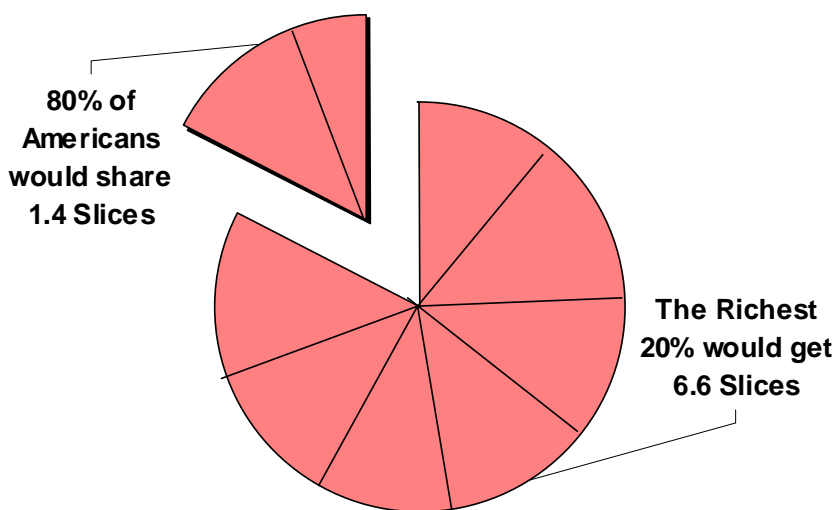
Source: U.S. Census Bureau, generated by Hughes & Kroehler, *Sociology the Core*, 2009: 181

S88c) **Share of Income Received by Each
1/5 of U.S. Families from 1950-2006**

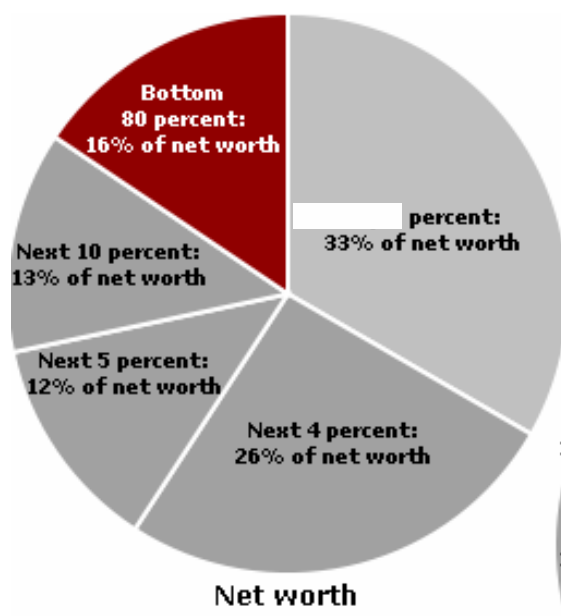


Source: U.S. Census Bureau, generated by Hughes & Kroehler, *Sociology the Core*, 2009: 180.

S89b) **If Pizza was Distributed
like US Wealth was in 2001:**



S89c Wealth Distribution in the US:



Source: G. William Domhoff @ <http://sociology.ucsc.edu/whorulesamerica/power/wealth.html>

S91c: Source: www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf

Figure 1: Median Earnings and Tax Payments by Level of Education, 2003

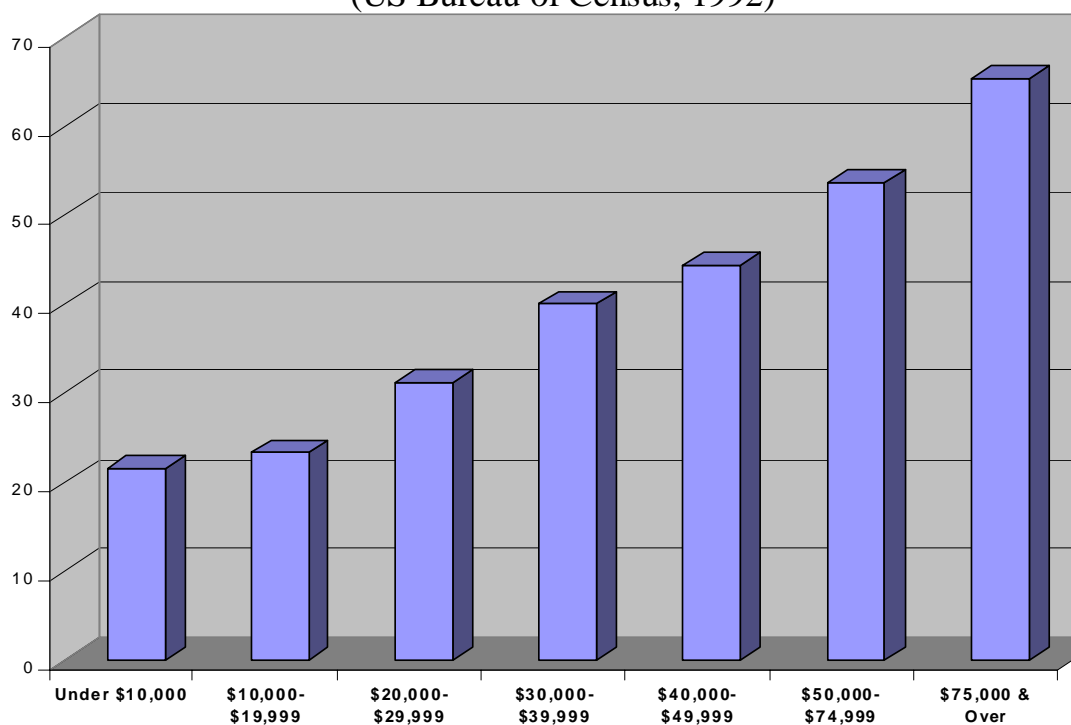


Note: Includes full-time year-round workers age 25 and older.

Sources: U.S. Census Bureau, 2004a, PINC-03; Internal Revenue Service, 2004, Table 3; McIntyre, et al., 2003; calculations by the authors.

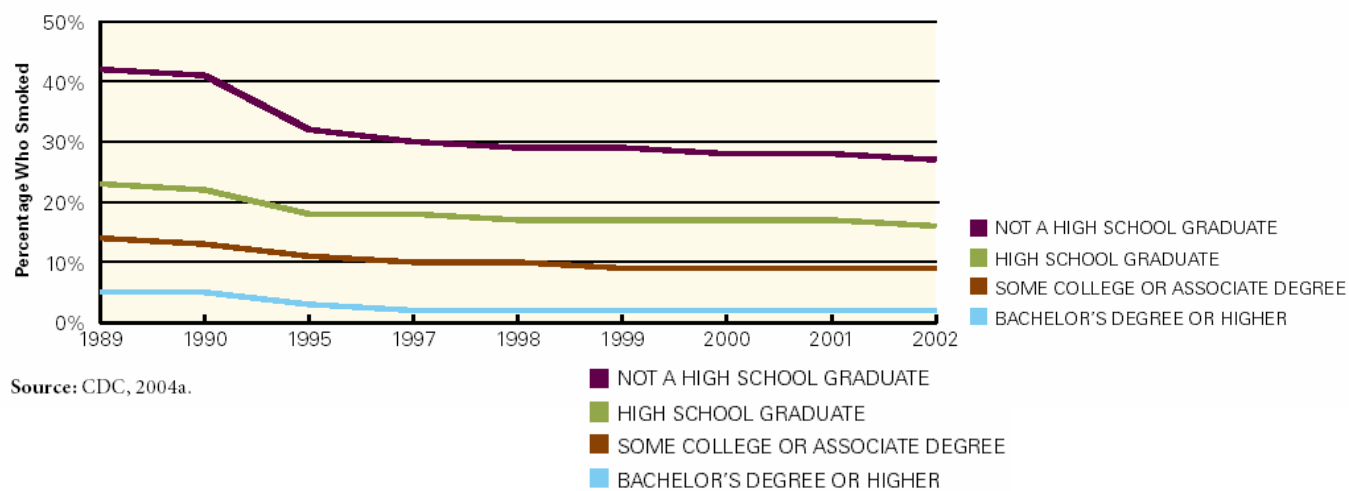
The bars in this graph show median earnings at each level of education. The light-colored segments at the end of the bars represent the average federal, state, and local taxes paid at these income levels. The dark-colored segments show after-tax income.

s91d) FT College Attendance & Family Income, 1991
(US Bureau of Census, 1992)



s91e % of Mothers aged 20 &+ Who Smoked during Pregnancy, 1989-2002

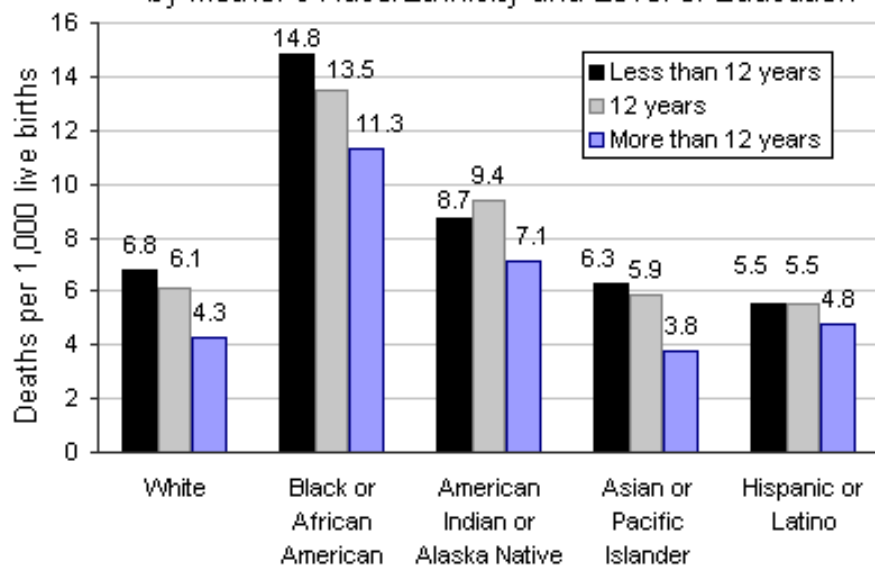
Figure 5b: Percentage of Mothers Age 20 and Older Who Smoked During Pregnancy, 1989–2002



Source: www.childtrendsdatabank.org/pdf/11_PDF.pdf

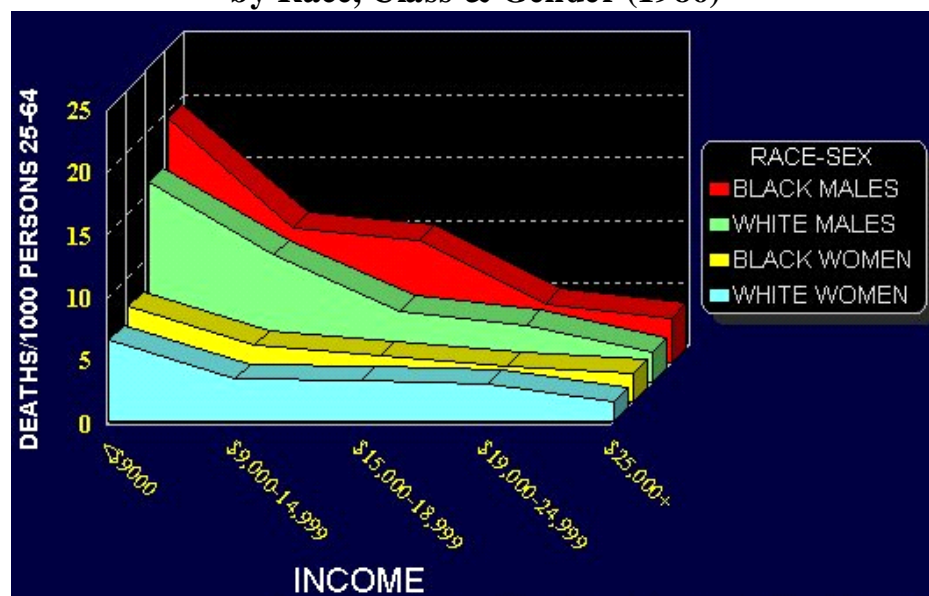
S91f)

Infant Mortality in 2003
by Mother's Race/Ethnicity and Level of Education



Source: Health, United States, 2006. Nat. Center for Health Statistics, U.S. DHHS
www.calvert-henderson.com/health.htm

S91g) Mortality Rates of 25-64 year olds
by Race, Class & Gender (1986)

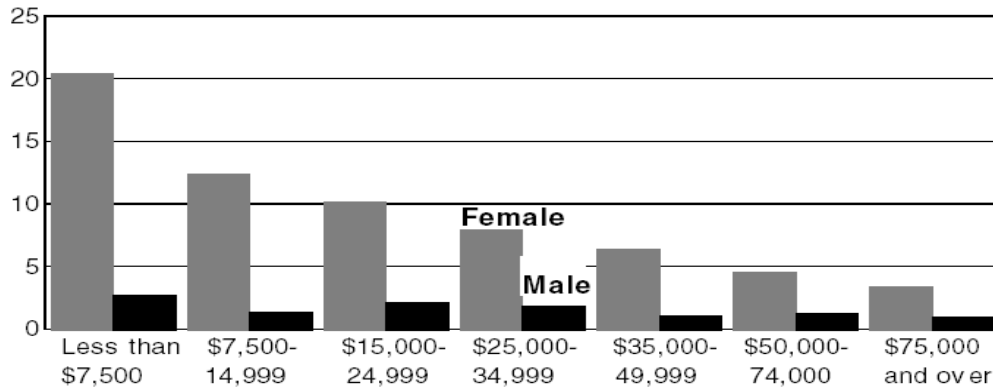


Source: Gregory Papas, *New England Journal of Medicine*, 7/8/93.

S91h) What relationship exists between domestic violence & class in the U.S.?

Rate of intimate partner violence, by annual household income, 1993-98

Intimate partner violence
per 1,000 females or males at each household income level



Source: www.ojp.gov/bjs/pub/pdf/ipv.pdf

S91i) The Relationship between Family Income & Child Abuse:

Compared to children whose families earned more than \$30,000 a year in 1993, those children in families earning less than \$15,000 per year were:

- 60x more likely to die from maltreatment;
- nearly 56x more likely to be educationally neglected;
- over 44x more likely to be neglected;
- over 29x more likely to be emotionally neglected;
- almost 18x more likely to be sexually abused;
- almost 16x more likely to be a victim of physical abuse;
- 13x more likely to be emotionally abused;

Source: Sedlak & Broadhurst 1996, *Executive Summary of the Third National Incidence Study of Child Abuse and Neglect* @ www.childwelfare.gov/pubs/statsinfo/nis3.cfm

S92a) Theories of Social Stratification: Functionalist Perspective: Stratification exists because it helps society provide a system for _____ people to fill all the statuses needed for society to run smoothly.

Examples?

- **Criticism:** Stratification is dysfunctional; many people of high ability are not _____, while many people are rewarded for doing things that are not functionally important to society.

Examples?

S92b) Theories of Social Stratification: Conflict Perspective: Stratification exists because it _____ those individuals & groups with the power to perpetuate the advantages they receive & the disadvantages others receive.

-Consensus is achieved through “false consciousness”. Examples?

Criticism: Wealth & class are not the only source of power (i.e., _____ are sometimes ignored by some conflict theorists);

Examples?

-Not all inequalities create oppression. Examples?

S92c) “Culture of Poverty” Theory: suggests that poverty is caused by the low _____, disorganization, poor work habits, dysfunctional attitudes, and the psychologically and structurally “broken” families of the lower class.

- Is there any truth to this? Are there things some lower-class people do to make it harder to get a good job?
- Question: Do most poor people grow up in a “culture of poverty”?

S93a (repeat of 82a):

S93b) 2008 Poverty Rates by “Race” of Person:

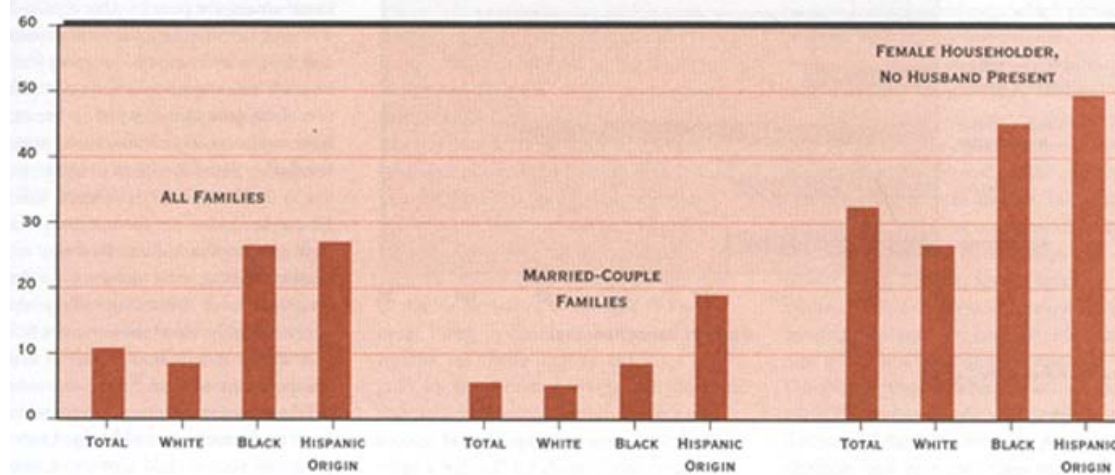
	<u>% Below Poverty Line:</u>
Non-Hispanic Whites:	11.2
Asians:	11.8 (5% > nh whites)
Hispanics:	(x nh whites)
African Americans:	(x nh whites)
All Americans	13.2

Source: 2008 U.S. Census at
www.census.gov/compendia/statab/2011/tables/11s0712.pdf

s93c: US Poverty Rate by Race & Family Structure (1995) :

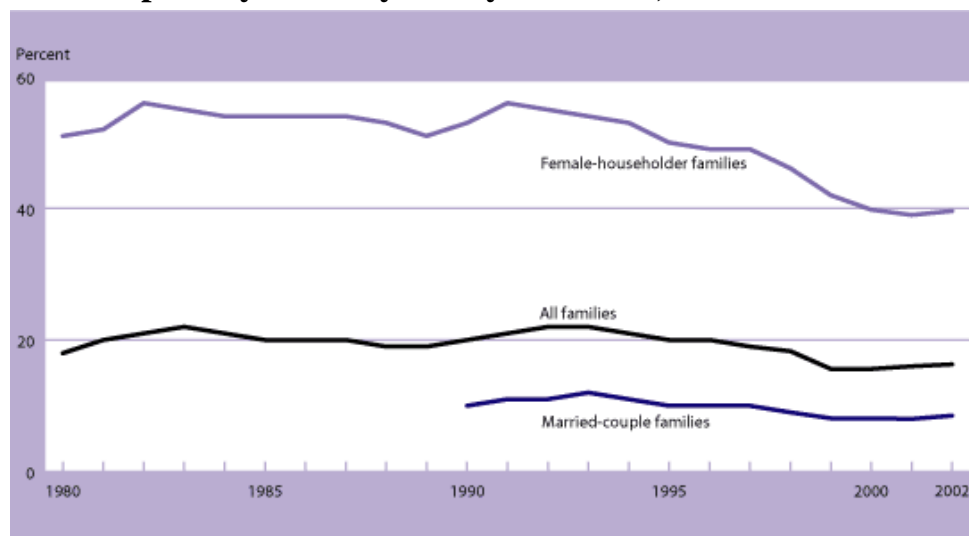
FIGURE 6.18

POVERTY RATE FOR FAMILIES IN THE UNITED STATES, BY TYPE AND RACE/HISPANIC ORIGIN OF HOUSEHOLDER: 1995



Source: U.S. Bureau of the Census.

s93d) % of related children under 18 living below selected poverty levels by family structure, 1980-2002



NOTE: Estimates refer to children under age 18 who are related to the householder. In 2002, the average poverty threshold for a **family** of four was \$18,392 in annual income.
SOURCE: U.S. Census Bureau, March Current Population Survey.

S93e) U.S. Poverty Rates by Family Type & Presence of Workers (2002):

Family Type:	% in Poverty
Married Families:	6.1
All families:	10.4
Male-Headed Families:	13.0
Female-Headed Families:	
Female-Headed Families with 1 or more workers:	

Source: U.S. Census Bureau, 2003 @ www.census.gov/prod/2003pubs/p60-222.pdf.

Would most single mom's be lifted out of poverty if they "just went to work", as many conservatives suggest?

S93f) Inadequacy of US Minimum Wage*:

Hourly Wage:

Yearly Wage:

\$5.15 (Fed. Min. wage):

\$ _____

\$7.25 (2009 Fed. Min. Wage):

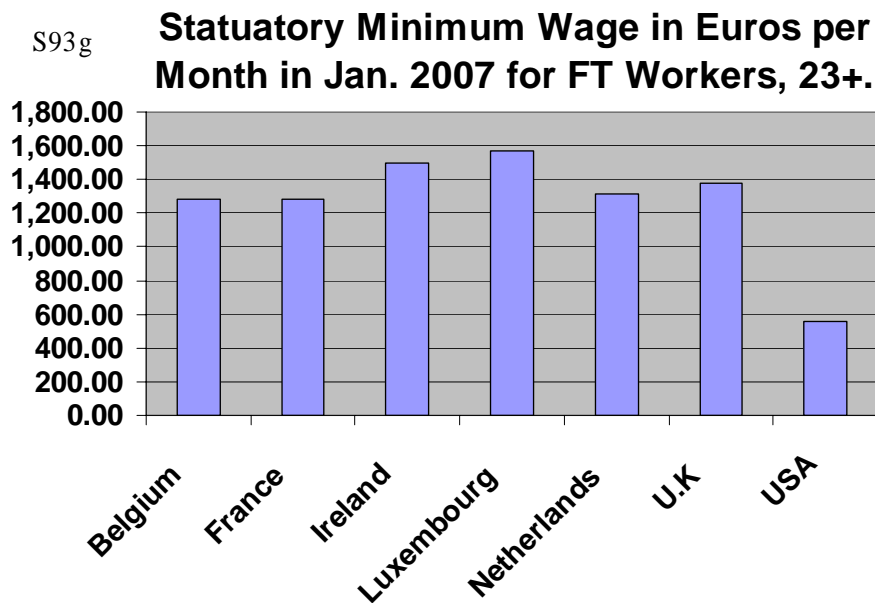
\$15,080

\$9.68 ('05 Walmart Average for FT Employees):

\$20,134

*: Source- <http://www.politicalaffairs.net/article/articleview/976/1/32/> .

Guess how much the average Walmart employee received in federal poverty subsidies in 2004?



Source: Federation of European Employers Website @ www.fedee.com/minwage.html Note: Exchange rate: \$1.30 to 1 Euro.

S94a: Percentage of People Living in Poverty in Various Nations of the Industrialized World (1990-2000)*

Nation	% in Poverty	Nation	% in Poverty
Luxembourg	3.9	Switzerland	9.3
Finland	5.4	Spain	10.1
Sweden	6.6	Austria	10.6
Norway	6.9	Japan	11.8
Germany	7.5	Ireland	12.3
Belgium	8.0	United Kingdom	12.5
France	8.0	Canada	12.8
Netherlands	8.1	Australia	14.3
Denmark	9.2	United States	

*Poverty = having less than 50% of the median disposable household income.

Source: http://www.undp.org/hdr2003/indicator/excel/hdr03_table_4.xls

S94b) Maternity Leave Levels by Selected Country

Weeks of Maternity Leave at 100% of Pay:		Weeks Off : % of Pay:	
France	26	South Africa	12 45%
Vietnam	24	United States	
Russia	20	New Zealand	14 0%
Chile/Cuba/Belarus		Japan	14 60%
Norway/Ukraine	18	Canada	18 55%
Brazil	17	Italy	20 80%
Poland	16.5	Australia	52 0%
Netherlands/Spain	16	Sweden	52 90%

Source: International Labor Organization, 1997 Report (as found on p. 260, *STC*)

S94c) Wealth Distribution of Major Indust. Nations in 2003

Country	Income	Fairness	Infant Mortality	Life Expectancy
United States		40.8	6.8	77.1
United Kingdom		36.8	5.3	78.2
Ireland		35.9	5.3	77.4
Australia		35.2	4.8	80.1
Switzerland		33.1	4.4	80.0
France		32.7	4.4	79.3
Netherlands		32.6	4.3	78.7
Taiwan		32.6	6.7	76.9
Spain		32.5	4.5	79.2
Korea, South		31.6	7.3	75.4
Canada		31.5	4.9	79.8
Austria		31.0	4.3	78.2
Germany		30.0	4.2	78.4
Belgium		28.7	4.6	78.3
Italy		27.3	6.2	79.4
Norway		25.8	3.9	79.1
Finland		25.6	3.7	77.9
Sweden		25.0	3.4	80.0
Japan		24.9	3.3	80.9
Denmark		24.7	4.9	77.1

Source: CIA 2003 Factbook

<http://www.cogsci.indiana.edu/farg/harry/geo/world2003.htm>

S94d) Voting Rates by Income & Race in 2004 US National Election

<u>Income:</u>	<u>Voting Rate</u>		
<\$20,000	48%		
\$20,000-29,999	58%		
\$30,000-39,999	62%		
\$40,000-49,999	69%		
\$50,000-74,999	72%		
\$75,000-99,999	78%		
\$100,000 &/>	81%		
<u>Race:*</u>			
White only (NH)	67%		
Black only	60%		
Hispanic (any race)	47%		
Asian only	40%		
*: Includes only citizens.			
Source: www.census.gov/prod/2006pubs/p20-556.pdf			

S95) Summary: Major Causes of Poverty in the US:

- Sexism;
- Racism;
- Insufficient minimum wage;
- Insufficient governmental welfare spending.

S101) Objectives of Poverty Section:

- how do we define poverty?;
- who is in poverty?;
- why do social scientists believe poverty exists
- what kind of assistance our society provides to those in poverty?; and
- what are the living conditions like for those Americans in poverty?

S102) “Absolute” vs. “Relative” Poverty:

- Absolute poverty: lacking sufficient money for the _____ of food, shelter and clothing;
- Relative poverty: having _____ income & wealth than the average person in their society.

S104: Who the Homeless Are:

- _____% African American
- _____% White
- _____% Latino
- nearly ½ have alcohol or drug problem;
- _____% full time or part time employed.

S103: Americans Living in Hunger in 2006:

USDA definition of “Hunger”:* “having difficulty acquiring enough food for the _____ throughout the year.

Number of Americans living in hunger in 2006: 35,520,000 (or _____% of all U.S. households)

*Source: REUTERS Online: 11/14/07

S105) Major Causes for Growth of US Homeless Population:

- De-institutionalization of the mentally ill in the 1980s;
- 30 years of federal housing subsidy cutbacks;
- Sharp rise in housing costs;
- Destruction of 1 million SROs & flop houses since 1970.

S106a) Facts about AFDC Welfare:

- The average family spends _____ or less on welfare, often the result of a divorce, loss of job, or low child support.
- Most women who grew up on welfare don’t become welfare mothers.
- Average size of US families on welfare: 42%=1 child, 30%=2 children, 10% > 3 children.

- Welfare costs the Federal budget < 1%, and the state budgets only 2.2%.

Source: Sklar 1995: 123-33, "The Upper Class and Mothers N the Hood" in *Race, Class and Gender: An Anthology* (2nd ed.).

S106b) Today's Federal Welfare Conditions:

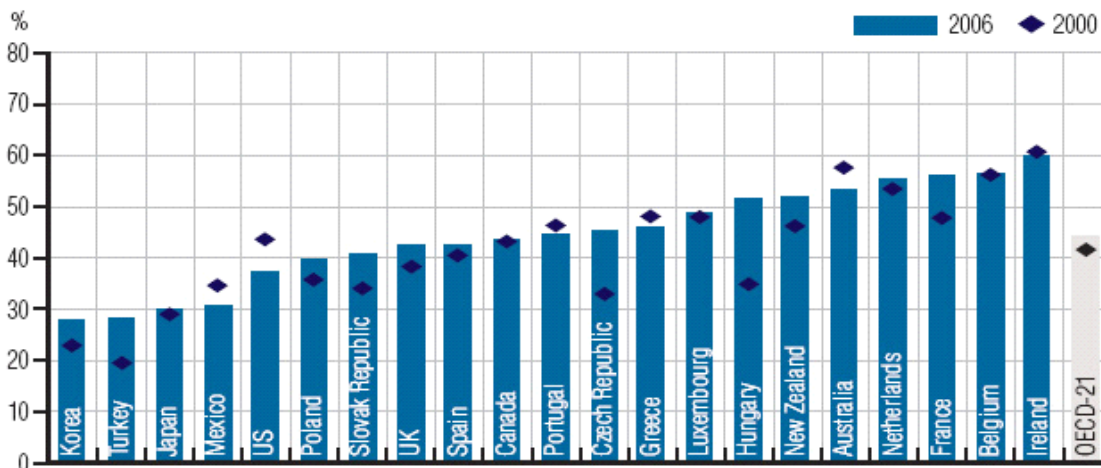
- Recipient must go back to work after _____;
- _____ year limit total;
- Right of states to set shorter limits & use money on non-welfare spending.

S106c repeats S94a

International Comparison of Value of Minimum Wages 2006*

Net minimum

After-tax value of hourly minimum wage for full-time workers,
% of the net average wage, 2000 and 2006



Source: OECD (2007), *Taxing Wages*, Paris

StatLink: <http://dx.doi.org/10.1787/20335584302>

www.oecdobserver.org/news/fullstory.php/aid/2217/

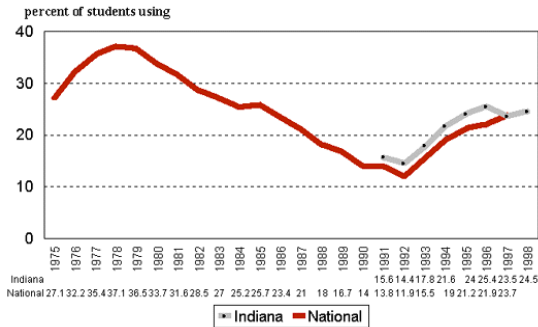
Slides for Weeks 11-12: Drugs & Society

S106b) Drugs & Society - Topic Questions:

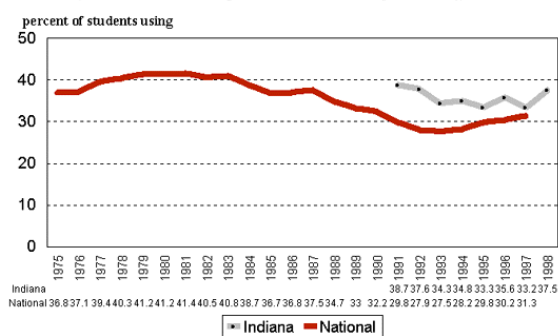
- Is drug use increasing or decreasing?
- Which drugs present the greatest problems?
- Why are society's least damaging drugs usually cracked down the hardest against?
- What solutions exist to America's drug problem?

S107) US Drug Usage: 1975-1998

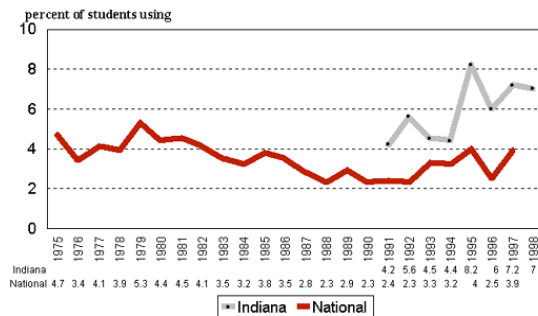
Monthly Marijuana Use by High School Seniors
Indiana and U.S.A.



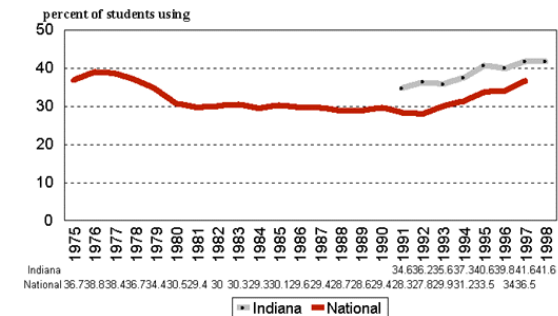
Binge Drinking by High School Seniors
Indiana and U.S.A.
(five or more drinks on a single occasion in the two weeks prior to survey)



Monthly Psychedelic Drug Use by High School Seniors
Indiana and U.S.A.



Monthly Cigarette Use by High School Seniors
Indiana and U.S.A.



S107b) Drug Addiction:

“the intense craving for a drug that develops after a period of _____”

2 Essential Requirements for “Addiction”:

Tolerance: immunity to a drug’s effect;

Withdrawal: the sickness habitual users experience when they stop taking the drug.

Are all drugs addictive?

S107c) Depressants: substances depressing the central nervous system & impeding coordination.

Problems caused by Alcohol:

- malnutrition;
- cirrhosis of the liver;
- heart problems;
- causes cancer;
- addictive-can lead to alcoholism;
- shortens one’s life span by _____ years;
- causes motor vehicle accidents.

Effects upon society?

S107d) Stimulants: substances that speed up/excite one’s central nervous system.

Problems caused by Tobacco/Nicotine:

- Raises heart rate & blood pressure;
- implicated in nearly _____% of all US deaths;
- causes various types of cancer;
- \$4 billion per year in advertising.

Effects upon society?

**S107e) Other Stimulants: Amphetamines:
Benzedrine/Crystal Methamphetamine:**

Continuous use leads to:

- psychosis-like state similar to schizophrenia
- promotes unsafe sex parties;
- destroys hair and teeth & lowers body weight.

Cocaine/Crack

- continuous use → similar effects as Benzedrine;
- Smoke able “crack” cocaine led to inner-city gang wars.

Effects upon society?

**S107f) Psychoactive Drugs: perception altering drugs
Marijuana:**

- slows reaction time & impedes coordination;
- may harm unborn babies if used during pregnancy;
- physically safer than alcohol & tobacco;
- Used to treat nausea & appetite loss in AIDS & cancer patients.

Effects upon society?

**107g) Opiates: natural & synthetic depressants:
Heroin (& Oxycontin):**

- Problems mostly stem from impure drugs & use of infected needles;
- Overdoses often fatal (usually causes when mixed with alcohol);
- Rare (mostly poor, urban males 1/1000 Americans).

Effects upon society?

**107h) Psychedelics: create powerful psychological effects involving perception & emotions:
LSD:**

- can produce “bad trips”;
- can permanently rewire brains in 1/1000 users;

E (MDMA)

- produces relaxation & friendliness:
- dangerous counterfeit version of drugs common;

GHB

- used as a “date-rape” drug.

Effects upon society?

107h2) Prevalence of Drug Use & Dependence in the General U.S. Population (1999)

Drug Category	Proportion Ever Used (%)	Proportion of Users That Became Dependent (%)
Tobacco	76	
Alcohol	92	
Marijuana/hashish	46^b	
Anxiolytics (includes sedatives & hypnotics)	13	9
Cocaine	16	
Heroin	2	

Source: Joy, Watson & Benson, "Marijuana and Medicine: Assessing the Science Base," Division of Neuroscience and Behavioral Research, Institute of Medicine (Washington, DC: National Academy Press, 1999).
http://newton.nap.edu/html/marimed/ch3_t4.html#a_ref

S107h3) DSM-IV Diagnostic Criteria for Substance Abuse

The DSM-IV defines the diagnostic criteria for substance abuse as a maladaptive pattern of substance use leading to clinically significant impairment or distress, as manifested by one or more of the following, occurring within a 12-month period:

1. Recurrent substance use resulting in a failure to fulfill major role obligations at work, school, or home (e.g., repeated absences or poor work performance related to substance use; substance-related absences, suspensions, or expulsions from school; neglect of children or household).
2. Recurrent substance use in situations in which it is physically hazardous (e.g., driving an automobile or operating a machine when impaired by substance use).
3. Recurrent substance-related legal problems (e.g., arrests for substance-related disorderly conduct).
4. Continued substance use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects of the substance (e.g., arguments with spouse about consequences of intoxication, physical fights).

Source: Reprinted with permission from the *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition. Copyright 1994, American Psychiatric Association. Found at www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat5.table.49285

107h4) Theories of Substance Abuse

Biological Theories:

Too much drugs/alcohol causes physical addiction or inability to stop (problem: doesn't explain why so much taken to begin with);

Genetic Predisposition: alcoholism in adopted children correlates more strongly with alcoholism of birth parents than with alcoholism of adoptive parents.

Behavioral Theory:

Conditioning: pleasure reward causes repeated use (problem: not all users become addicted).

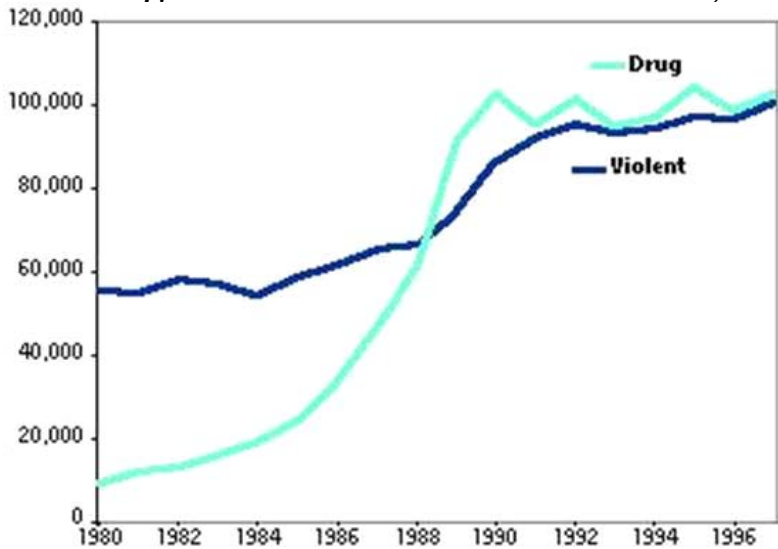
Escapism: drugs/alcohol provide escape from problems caused by weak personalities, low self esteem & personality disorders;

Interactionist Theory:

Learned in interaction with other users (i.e., marijuana smokers have to learn to get high; alcoholism learned from parents);

Differential association (greater contact with drug subcultures causes pro-drug attitudes and greater use & reliance);

S108) Number of people sent to US State Prisons for Drug vs. Violent Offenses each Year, 1980-1997:



For details
see

<http://www.cjcj.org/pubs/poor/pp.html>

Source: Gilliard, Darrel K. *Trends in U.S. Correctional Populations, 1992*. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics, 1992, and Mumola, Christopher J. and Beck, Alan. *Trends in U.S. Correctional Population, 1997*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, in press.

S109) Values of Wild West Settlers, Prospectors & Cowboys:

- gold rush → Land & Money Hungry Settlers from UK;
- Lived & played hard, drank & visited prostitutes;
- Pro-alcohol & vice & leisure;
- Eventually evolve into modern subculture of _____.

S110) Small Town & Rural Middle Class Values:

- Cultural offspring of _____;
- Interested in businesses, working hard, saving money, family & church-centered life.
- Saw alcohol & drugs as impediment to above;
- Fought for & passed 3 different prohibitions of _____;
- Demonized use of cocaine, opiates (in patent medicines) & marijuana as creating immoral dope fiends;
- Evolve into moral majority & anti-abortion forces in late 20th Century.

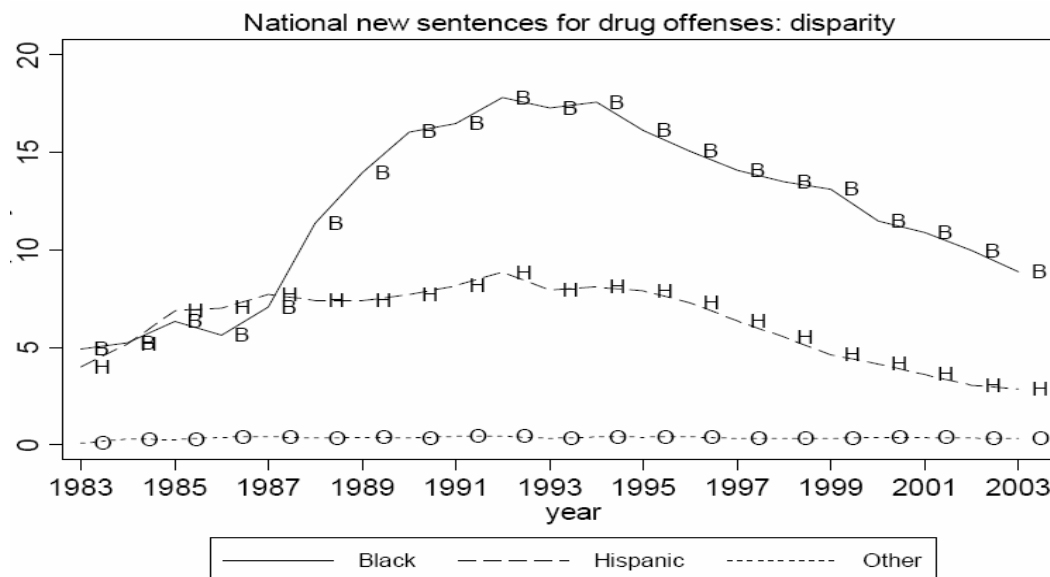
S111) Reagan's "Zero Tolerance" Drug Policy:

- Defined drugs as a _____ problem;
- Federal budget to fight drugs increased nearly 10x in 80s;
- Introduced mandatory sentencing laws for convicted drug offenders;
- Created laws to search & seize houses of suspected drug dealers;
- -Levied stiffer sentences on crack than cocaine or heroin. (see **S112**)

S112a) Reagan-Era Stiffer Sentencing for Crack than Cocaine or Heroin

	5 yr. Sentence (no parole)	10 yr. Sentence (no parole)
Crack Cocaine:	___ gms.	___ gms
Powder Cocaine:	500 gms.	5000 gms.
Heroin:	100 gms.	1000 gms.

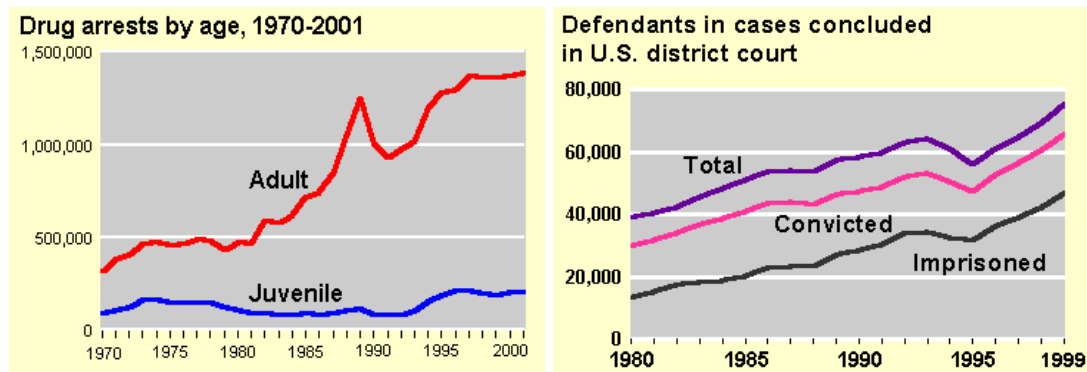
S112b) Racial Disparity in U.S. Drug Sentencing 83-03:



Calculated from National Corrections Reporting Program and Census Population Data
Ratio of Minority Rate to White Rate (Disparity Ratio)

www.ssc.wisc.edu/~oliver/RACIAL/StateTrends/RacialPatterns_Intro_National.pdf

S114) State* & Federal** Drug Arrests



*Source: [FBI, The Uniform Crime Reports](#) (UCR)

**Source: Bureau of Justice Statistics, [Compendium of Federal Justice Statistics](#), & [Federal Criminal Case Processing, 1998 with Trends 1982-99](#)

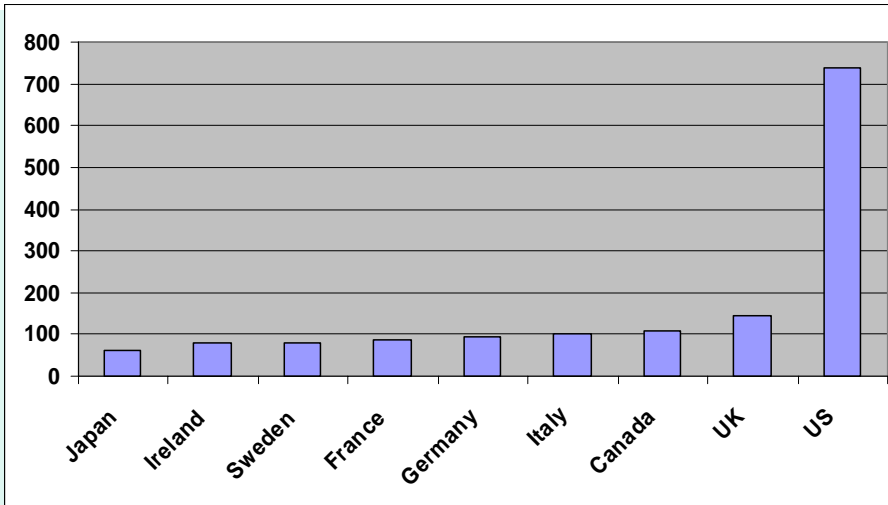
S115) Clinton's Drug Policies:

- Initially lax in drug prosecutions;
- Janet Reno argued no room for both violent offenders & non-violent drug users;
- Surgeon General Jocelyn Elders suggests _____ of some drugs;
- Remarks provoke enormous conservative backlash;
- Clinton starts locking up drug offenders at nearly _____x the rate of Reagan.

S116) 4 Components of the Dutch (Netherlands) Drug Policy:

- Official Tolerance of _____ Drugs;
- Tough Enforcement of People Who Sell _____ Drugs;
- Decriminalization of all drug users;
- Treatment & Maintenance Programs Readily Available.

S117) US vs. Other Industrial Powers'
Incarceration Rates (per 100,000) in 2006.



www.nccd-crc.org/nccd/pubs/2006nov_factsheet_incarceration.pdf

Weeks 13-14: Crime & Violence**S118) Crime & Violence Lesson Objectives**

- What type of crimes exist, and which are the most serious?
- What do statistics tell us about the crime problem?
- What are the causes of crime?
- How does our society deal with crime?
- What can be done to reduce crime & violence?

(S119): Defining Violence & Crime:

- Violence: any act intended to cause physical pain/injury or death to another;
- Crime: any _____ of the criminal law.

(S120) Level of Crime:

- Felonies: the most serious offenses. Examples?
- Misdemeanors: less serious offenses; Examples?

(S121) Types of Crime

Violent Crimes: offenses against _____; . Examples?

Property Crimes: crimes against property: Examples?

Victimless Crime: crimes against the public _____ and order. Examples?

S122) Types of Violent Crime:

- Murder: illegal homicide committed with _____;
- Homicide: _____ of any human being;
- Manslaughter: _____ killing of another person without malice;
- Assault: attacking someone w/out _____ to hurt or kill them.

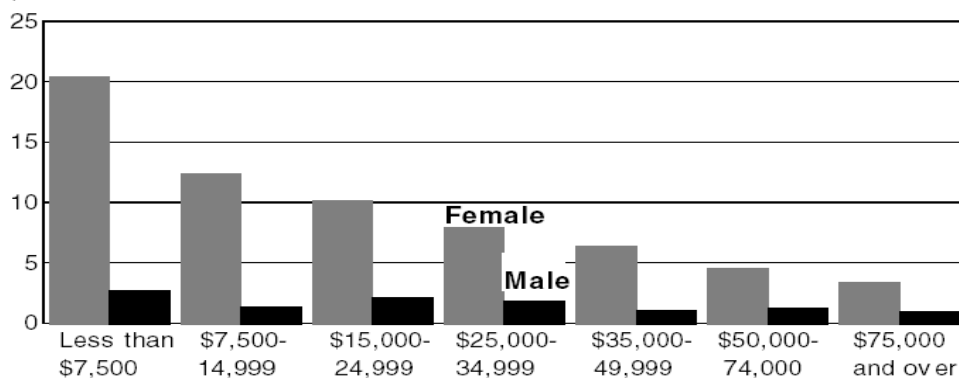
(S123a) Types of Rape Under the Law:

- Forcible rape: sexual intercourse forced on someone without consent;
- Statutory rape: sexual intercourse between an adult and a _____.

S123a2) **What relationship exists between domestic violence & class in the U.S.?**

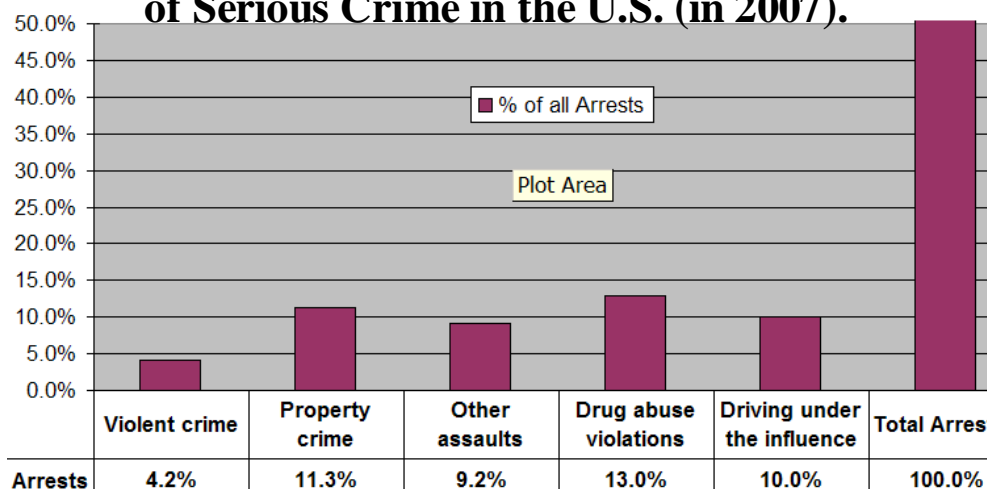
Rate of intimate partner violence, by annual household income, 1993-98

Intimate partner violence per 1,000 females or males at each household income level



Source: www.ojp.gov/bjs/pub/pdf/ipv.pdf

S123b) Percentage of Arrests for Each Type of Serious Crime in the U.S. (in 2007).



1: Violent crimes are offenses of murder, non-negligent manslaughter, forcible rape, robbery & aggravated assault.

2) Property crimes are offenses of burglary, larceny-theft, motor vehicle theft & arson.

Source: U.S. Dept of Justice at: www.fbi.gov/ucr/cius2007/data/table_29.html

- (S124) Defining White Collar Crime: any crime committed by a person with _____ & high social status in his/her _____.

(S125) Types of White Collar Crimes:

- **Organizational Crimes:** crimes committed by people on behalf of an _____ that they work for. Examples?

Occupational Crimes: crimes committed solely to advance one's _____ interests. Examples?

S126: Official Measures of the Crime Rate:

- FBI's Uniform Crime Reports (UCR): a summary of all crimes reported to the _____;
- National Crime Victimization Survey (NCVS): a yearly random sample _____ of Americans as to who was victimized by crime in the last year.

Which measure is considered more accurate? Why?

S127) Crime Rates over Past 30 Years:

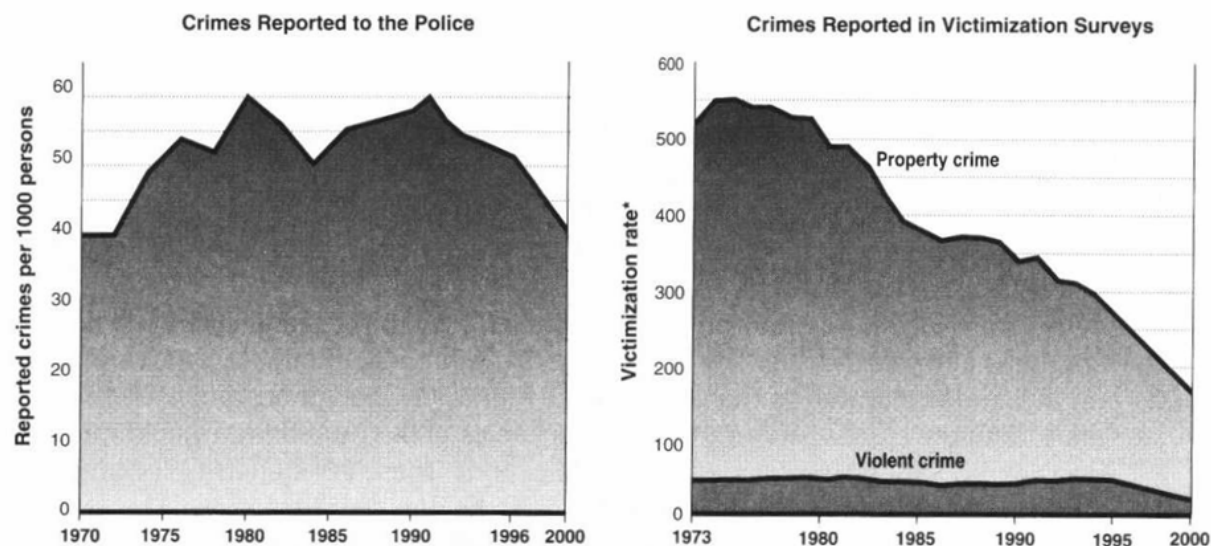


FIGURE 10.1 CRIME GOES DOWN

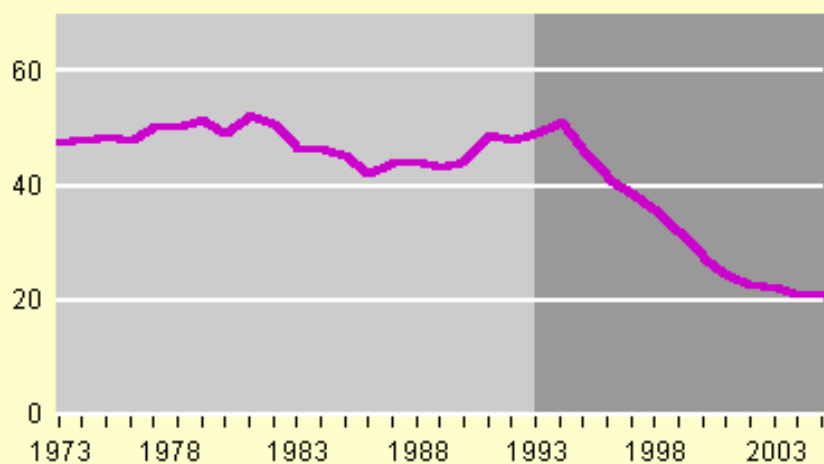
*Property crimes per 1,000 households; violent crimes per 1,000 persons age 12 or older.

Source: Federal Bureau of Investigation, *Uniform Crime Reports*, 2000 (Washington, DC: U.S. Department of Justice, 2001), p. 63; Bureau of Justice Statistics, *Criminal Victimization, 1973–1995* (Washington, DC: U.S. Department of Justice, 1997), Bureau of Justice Statistics, *Sourcebook of Criminal Justice Statistics*, 2000 (Washington, DC: U.S. Government Printing Office, 2001), p. 187.

S127b) Explaining the Declining Violent Crime Rates:

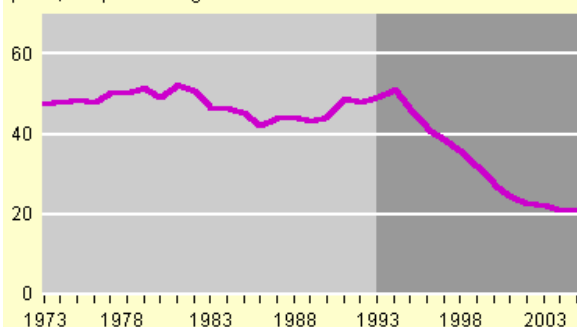
Violent crime rates

Adjusted victimization rate
per 1,000 persons age 12 and over



Source: National Crime Victimization Survey (for rape, robbery, aggravated & simple assault & homicide) @ www.ojp.usdoj.gov/bjs/glance/viort.htm

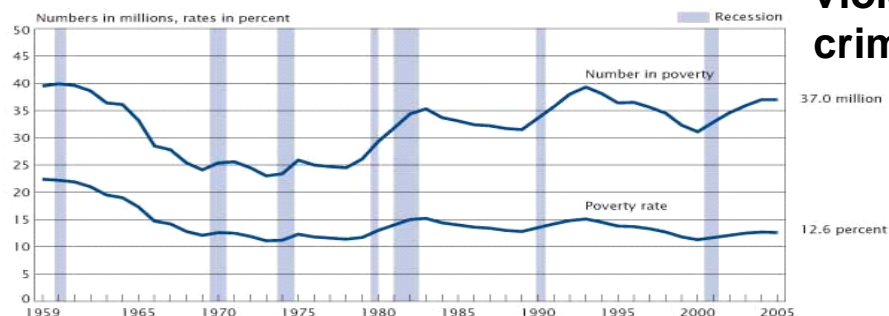
Adjusted victimization rate
per 1,000 persons age 12 and over



S127c)

**How
much
does the
poverty
rate
affect
violent
crime?**

Number in Poverty and Poverty Rate: 1959 to 2005

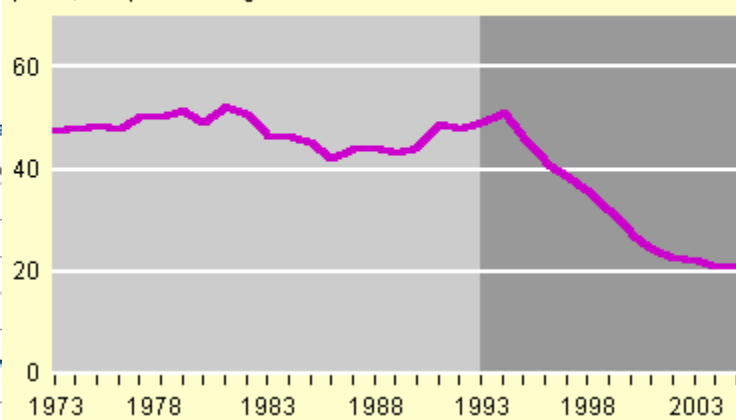


Note: The data points are placed at the midpoints of the respective years.

Source: U.S. Census Bureau, Current Population Survey, 1960 to 2006 Annual Social and Economic Supplements.

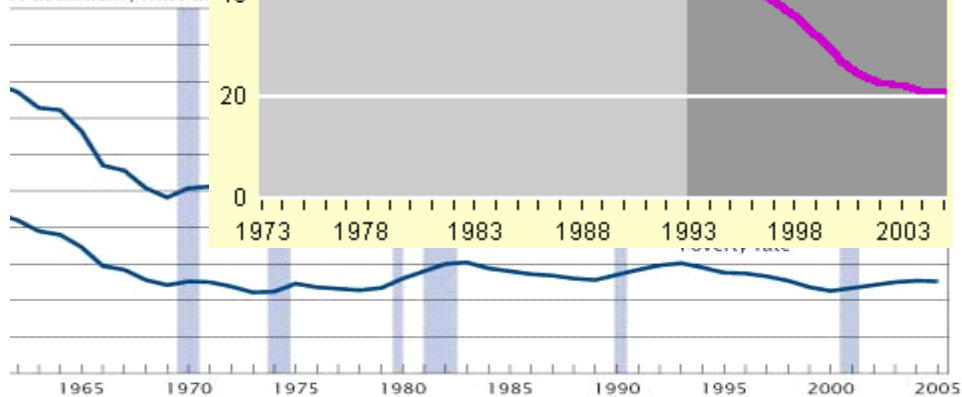
Violent crime rates

Adjusted victimization rate
per 1,000 persons age 12 and over



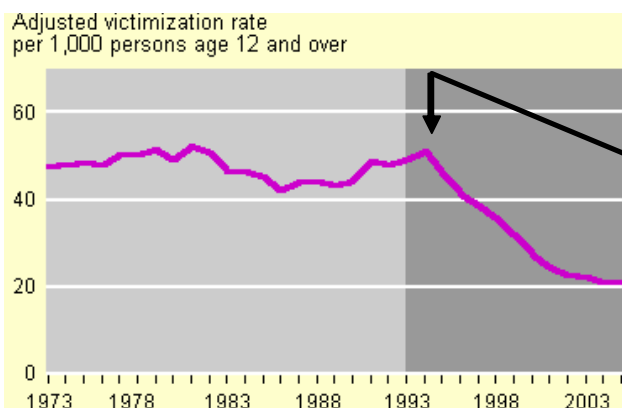
Number in Poverty

Numbers in millions, rates in percent

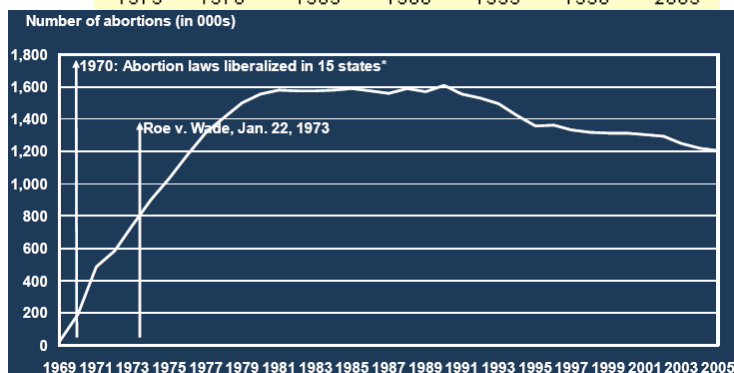


The data points are placed at the midpoints of the respective years.

U.S. Census Bureau, Current Population Survey, 1960 to 2006 Annual Social and Economic Supplements.



S127d) **What happened to violent crime rates 21 years after Roe vs. Wade?**



Source: Abortion Trends in the United States, 1973–2005
@ www.guttmacher.org/presentations/trends.pdf

S129) % of Crimes Committed by Men in 1992

Crime:	Percentage Male:
Murder	98.7
Rape	91.5
Robbery	85.2
Assault	90.8
Burglary	67.9
Theft	89.9
Auto theft	86.6
Arson	77.9
All serious crime	92%*

US Census-1994; *otherwise the 1998 Youth Gang Survey

S131a) **2006 Homicide Rates of Major European Industrial Powers (per 100,000 deaths)***



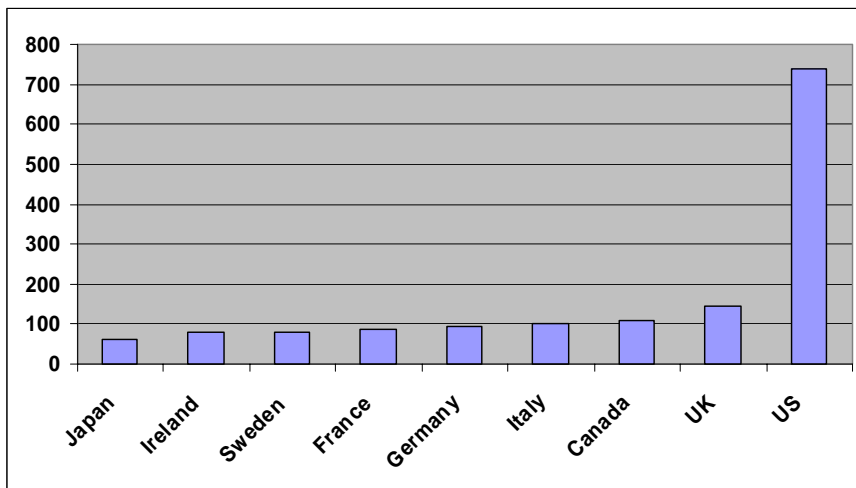
Nation	Homicide Rate	Degree of US preponderance
Luxembourg	0.66	
Austria	0.67	
Iceland	0.68	
Norway	0.87	6.2
Germany	0.98	5.5
Sweden	1	5.4
Switzerland	1.03	5.2
Italy	1.13	4.8
Ireland	1.28	4.2
Denmark	1.31	4.1
Spain	1.34	4.0
Netherlands	1.37	3.9
France	1.63	3.3
Belgium	1.85	2.9
Finland	2.3	2.3
US^		

Sources: * www.scotland.gov.uk/Publications/2007/12/14114316/25;

^ www.whitehouse.gov/fsbr/crime.html



S131b) **US vs. Other Industrial Powers' Incarceration Rates (per 100,000) in 2006.**



Source: www.nccd-crc.org/nccd/pubs/2006nov_factsheet_incarceration.pdf

S131c) **2006 International Incarceration Rates of Major Industrial Nations & Degree US Rate tops other Nations:**

<u>Nation</u>	<u>Incarceration Rate (per 100k)</u>	<u>Degree of US Preponderance</u>
Japan	62	
Ireland	78	9.5
Sweden	78	9.5
France	88	8.4
Germany	95	7.8
Italy	102	7.2
Canada	107	6.9
UK	145	5.1
US		

S133) Differential Association Theory:

- Exposure to people that are disposed to criminality causes higher levels of criminality.
- The longer & more frequent the contact, the greater the effect.
- Evidence? Men raised in violent families are _____x more likely to _____ their wives than men raised in non-violent families.*

S134) Labeling Theory

- Most deviance is ignored or unpunished by society;
- Getting _____ a deviant creates a social stigma & differential treatment by others.
- Differential treatment encourages resentment;
- Resentment causes bonding with other deviants;
- Bonding leads to a _____ of turning into a career criminal.
- Problems with this theory?

S135a) Social Control Theory

- Deviance is normal & expected -- _____ needs to be accounted for.

Factors determining whether kids will be conformists:

- Strong _____ to parents, school, church &/or other community institutions;
- Strong _____ to conventional norms;
- Regular _____ in general activities; &
- Strong belief that the social norms are valid.

How well does this theory help explain the Columbine HS shootings?

S135aa) How well does Social Control Theory Explain the

Childhood Predictors of Joining and Remaining in a Gang, SSDP Sample

Risk Factor	Odds Ratio	Risk Factor	Odds Ratio*
Neighborhood		Individual	
Availability of marijuana	3.6	Low religious service attendance	ns†
Neighborhood youth in trouble	3.0	Early marijuana use	3.7
Low neighborhood attachment	1.5	Early violence§	3.1 (2.4)
Family		Antisocial beliefs	2.0
Family structure†		Early drinking	1.6
One parent only	2.4	Externalizing behaviors§	2.6 (2.6)
One parent plus other adults	3.0	Poor refusal skills	1.8
Parental attitudes favoring violence	2.3		
Low bonding with parents	ns‡		
Low household income	2.1		
Sibling antisocial behavior	1.9		
Poor family management	1.7		
School			
Learning disabled	3.6		
Low academic achievement	3.1		
Low school attachment	2.0		
Low school commitment	1.8		
Low academic aspirations	1.6		
Peer group			
Association with friends who engage in problem behaviors§	2.0 (2.3)		

* Odds of joining a gang between the ages of 13 and 18 for youth who scored in the worst quartile on each factor at ages 10 to 12 (fifth and sixth grades), compared with all other youth in the sample. For example, the odds ratio for "availability of marijuana" is 3.6. This means that youth from neighborhoods where marijuana was most available were 3.6 times more likely to join a gang, compared with other youth.

† Compared with two-parent households.

‡ ns = not a significant predictor.

§ These factors also distinguished sustained gang membership (i.e., more than 1 year) from transient membership (1 year or less). For each factor, the number in parentheses indicates the odds of being a sustained gang member (compared with the odds of being a transient member) for youth at risk on that factor.

Source: "Early Precursors of Gang Membership: A Study of Seattle Youth"

by Karl G. Hill, C. Lui & J. Hawkins @ www.ncjrs.gov/pdffiles1/ojjdp/190106.pdf

How Socially Integrated Were Eric & Dylan?



S135b)

S135c) What's a Man Gotta do to Prove Himself Around Here?



S136) Structural Strain Theory:

- Societies like the US socialize people to _____ the rich & powerful;
- Whenever structural _____ prevents success via legitimate means (i.e., conformity), people respond with 1 or more adaptations that generate deviance (i.e., innovation, retreatism, rebellion, or ritualism).

(S137) Merton's 4 Adaptive Strategies:

- **Innovation:** finding an alternative path to wealth & success if official/legal routes are _____.
- **Ritualism-** obsessively conforming to rules & regulations when one is overwhelmed by bureaucracy or loses sight of the organizational goals.
- **Retreatism:** rejecting the game & dropping out of mainstream society itself.
- **Rebellion:** adapting to an unpleasant reality by attempting to _____ the rules & goals of society itself.

S138a-c repeats sS131a-c.

S139) 4 Purposes of US Prison System:

- **Retribution:** to allow the public to _____ by making the criminal suffer;
- **Deterrence:** to _____ criminals away from committing crimes;
- **Incapacitation:** to protect the public by _____ dangerous criminals;
- **Rehabilitation:** to reform the prisoner via job training &/or psychotherapy.

S140a: Crime Rates after Controlling for Poverty, Age & Region

Later studies of crime generally show:

- **Greater certainty of punishment** → moderately lower crime rate.
- **Deterrence** has slight-to-no effect on murder rates.
- **Severity of punishment:** no effect.
- **Speed of punishment:** no effect.

* Sole evident important factor in crime deterrence: level of certainty of being punished.

S140b) Murder Rates in Various US States in 2002, per FBI*→

In 2002, 66% of all US executions occurred in Texas, Missouri, & Oklahoma. Are citizens in those states safer?

*: Murder = Murder & non-negligent man-slaughter;

Sources: www.fbi.gov/ucr/cius_02/xl/02tbl05.xls; & *Sociology the Core*, 7e, Hughes & Kroehler, 2005: 171.-California=40 at 6.8

	STATE	Per 100k
1	North Dakota	0.8
2	New Hampshire	0.9
3	Maine	1.1
4	South Dakota	1.4
5	Iowa	1.5
6	Montana	1.8
7	Hawaii	1.9
8	Oregon	2.0
9	Utah	2.0
10	Vermont	2.1
	National Average	4.6
28	Oklahoma	4.7
34	Missouri	5.8
36	Texas	6.0

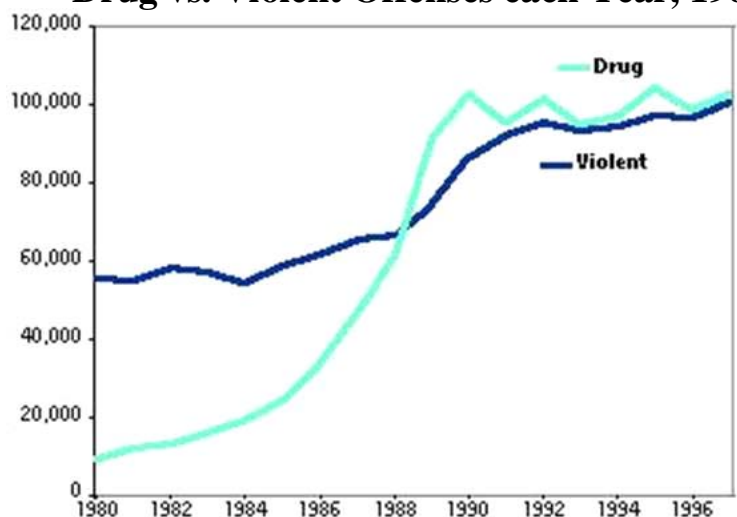
S141a) The Rate at which Serious Crimes were Solved in the U.S. in 2004:

Type of Crime:	% Arrested	% Convicted	% of Crimes Solved
Murder	62.6%	68.0%	42.6%
Rape	41.8%	56.0%	23.4%
Robbery	26.2%	46.0%	12.1%
Aggravated Assault	55.6%	25.0%	13.9%
Burglary	12.9%	44.0%	5.7%
Motor Vehicle Theft	13.0%	16.0%	2.1%
All Crimes	35.4%	42.5%	16.6%

Source: U.S. Dept. of Justice @ www.ojp.usdoj.gov/bjs/pub/html/scscf04/tables/scs04108tab.htm & www.fbi.gov/ucr/cius_04/offenses_cleared/table_26.html

How much of an impact can prisons have on serious crime?

S141b) Number of people sent to US State Prisons for Drug vs. Violent Offenses each Year, 1980-1997:



For details
see
<http://www.cjcj.org/pubs/poor/pp.html>

Source: Gilliard, Darrel K. *Trends in U.S. Correctional Populations, 1992*. Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics, 1992, and Mumola, Christopher J. and Beck, Alan. *Trends in U.S. Correctional Population, 1997*. Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics, in press.

Note: According to the US Bureau of Justice, between 1987-2003, only 5% of all U.S. homicides were drug-related (on average). See <http://www.ojp.usdoj.gov/bjs/dcf/duc.htm>.

S141c)

U.S. Incarceration vs. Homicide Rates

Sources: Dept. of Justice @ www.ojp.usdoj.gov/bjs/glance/incrt.htm & www.ojp.usdoj.gov/bjs/homicide/hmrt.htm

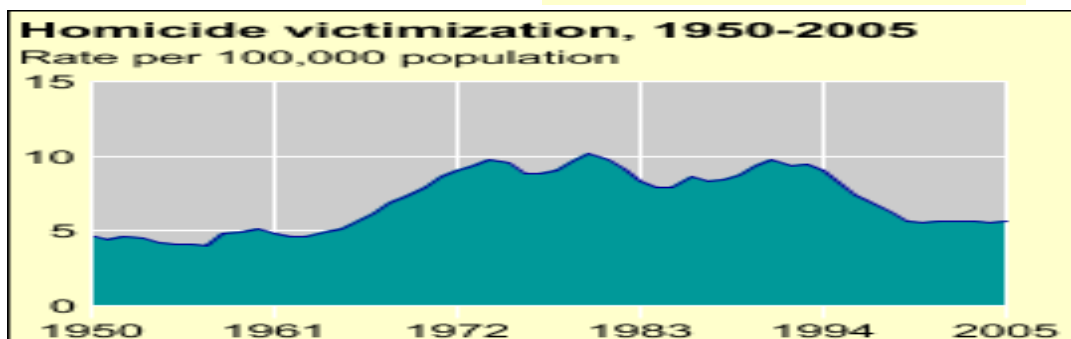
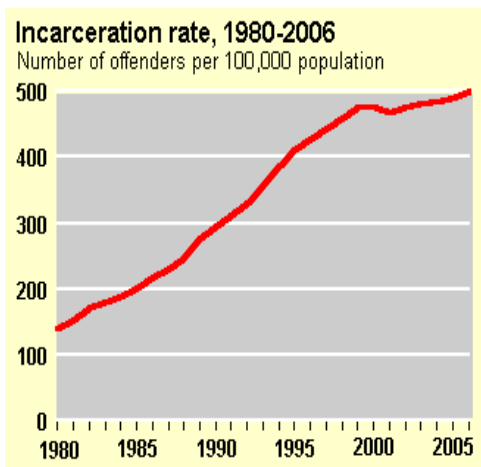


Figure 1

S141d) What happened to Homicide Rates 19 years after Roe vs. Wade?

Sources: Abortion Trends in the United States, 1973–2005 @ www.guttmacher.org/presentations/trends.pdf & Dept. of Justice @ www.ojp.usdoj.gov/bjs/homicide/hmrt.htm

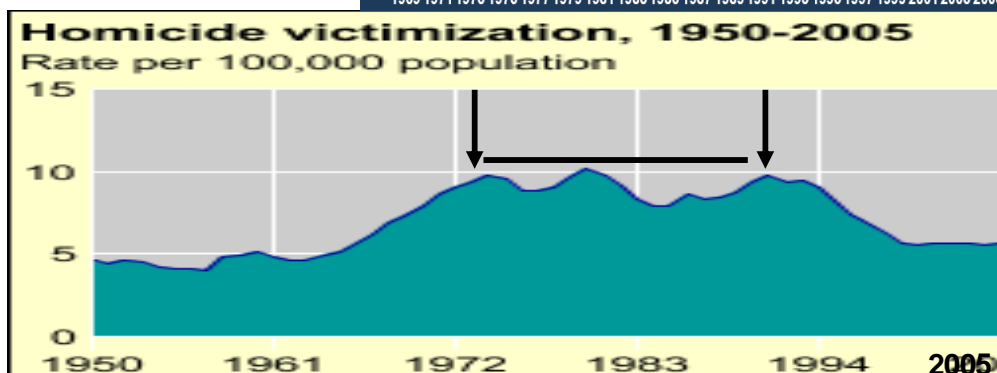
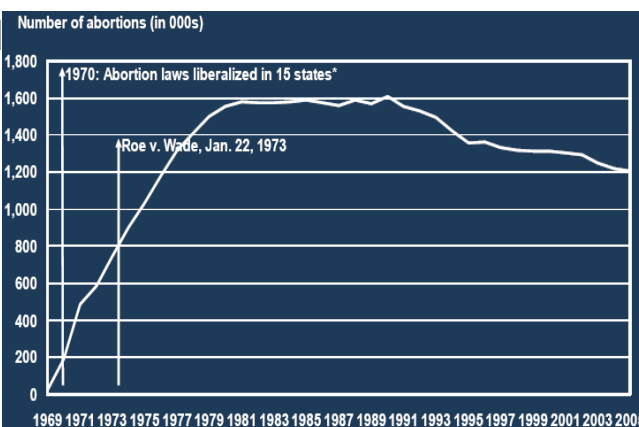
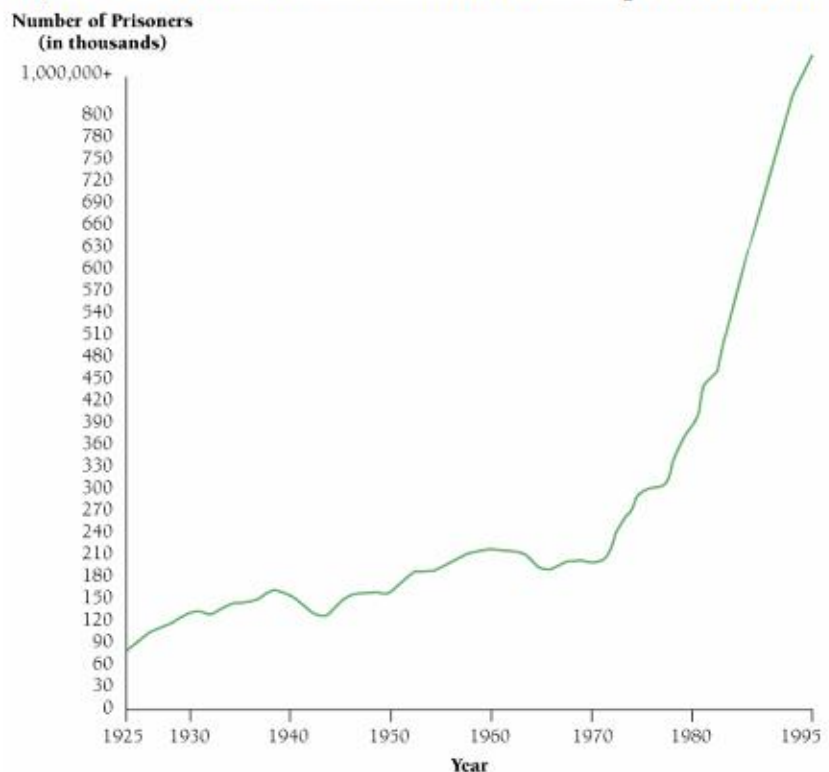


Figure 2

S142b) Growth of U.S. Prison Population: 1925-1995



Source: Bureau of Justice Statistics, 1982, *Prisoners 1975-1981*, Washington, D.C., GPO, 1982, and *ibid.*, *Correctional Populations in the United States*, 1995.

S143a) The Imposition of Mandatory Sentencing Laws:

“Mandatory Sentencing”: laws passed by the voters of 24 states, and for all federal crimes, that generally “mandate” or require:

- 1) longer terms for _____ crimes;
- 2) _____ the sentences for 2nd strike-able felonies; and
- 3) requiring life sentences for a 3rd _____.

Source: National Institute of Justice, (1997) “Three Strikes and You’re Out”: A Review of State Legislation @ www.ncjrs.org/pdffiles/165369.pdf .

S143b) Black/White Incarceration Rates by State**TABLE 1 – Racial and Ethnic Rates of Incarceration**

RACIAL/ETHNIC GROUP	RATE PER 100,000	Times Higher than White Rate:
White	412	
Black	2,290	5.6x
Hispanic	742	1.8x

Source: 2007 Sentencing Project at:

www.sentencingproject.org/doc/publications/rd_stateratesofincbyraceandethnicity.pdf

(S143c)
**California Death Sentence
 Rates for Offenders by
 Offender Race & Victim's
 Race/Ethnicity
 1990-1999**

**White Life: 3.2x B
 White Life: 4.3x H**

**Source: *Santa Clara Law
 Review Vol. 46***
www.scu.edu/law/client/pdf/lawreview_46sclr001.pdf

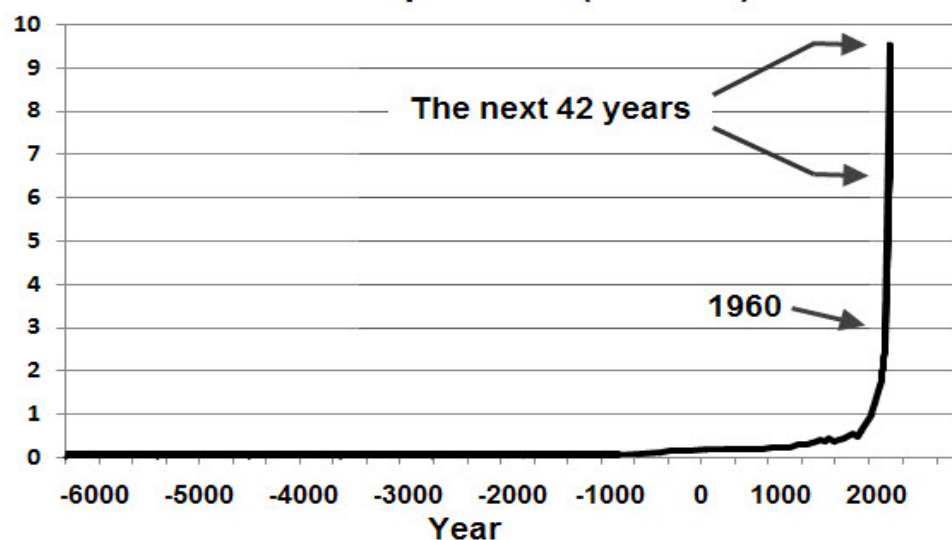
Race of Defendant	Cases	Death Sentences	Death Sentences per 100 Suspects
Race of Victim: White non-Hispanic			
White non-Hispanic	4206	79	1.8783
African American non-Hispanic	984	34	3.455
Hispanic	1306	25	1.914
Total	6496	138	2.1244
Chi Square = 9.885; df = 3; p = .020.			
Race of Victim: African American non-Hispanic			
White non-Hispanic	244	0	.0000
African American non-Hispanic	5355	36	.672
Hispanic	782	7	.895
Total	6381	43	.6739
Chi Square = 2.228; df = 3; p = .527.			
Race of Victim: Hispanic			
White non-Hispanic	540	10	1.8519
African American non-Hispanic	1243	7	.563
Hispanic	8715	35	.402
Total	10,498	52	.4953
Chi Square = 21.830; df = 3; p < .001.			

Weeks 15-16: Population & Environment

S144c) **Objectives:**

- What impact have humans had upon the environment?
- Are we running out of natural resources?
- What is causing the environmental crisis?
- Are we in the middle of a population explosion?
- What can we do to solve our environmental problems?

S145a)

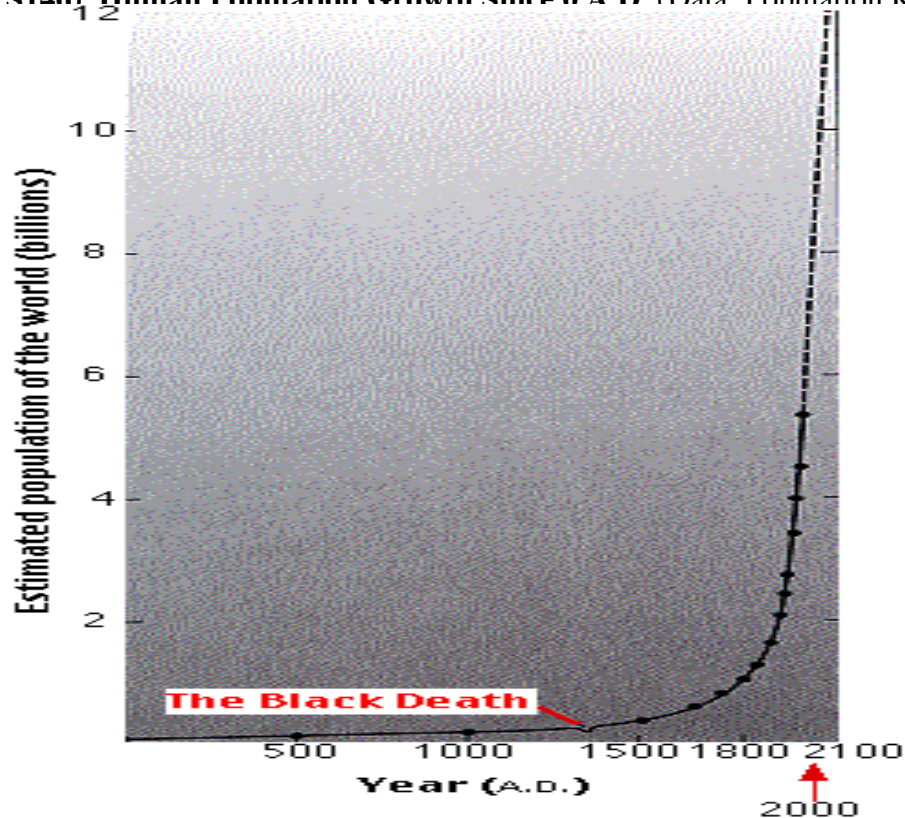
Human Population (billions)

40,000 BC: 3 million, 8000 BC: 5 million, 1830 AD: 1 billion.

Source: www.chrismartenson.com/system/files/files/u4/Exp_Money_Human_Population_Historical_v2.jpg

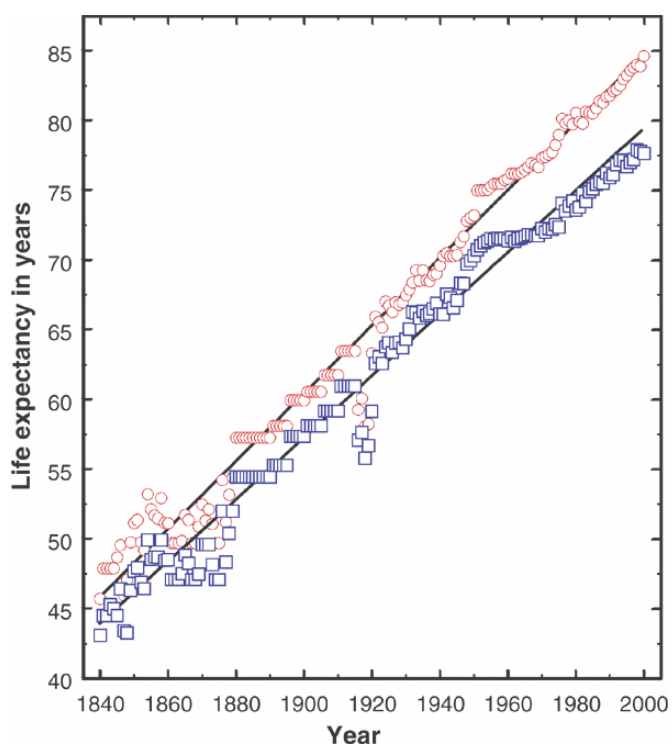
S145b) How did the cultivation of grains enable the first civilizations?

S146) **Human Population Growth Since 0 A.D.** (Data: Population Reference Bureau)



S147a) **Life Expectancy in Sweden: 1840 – 2000.**

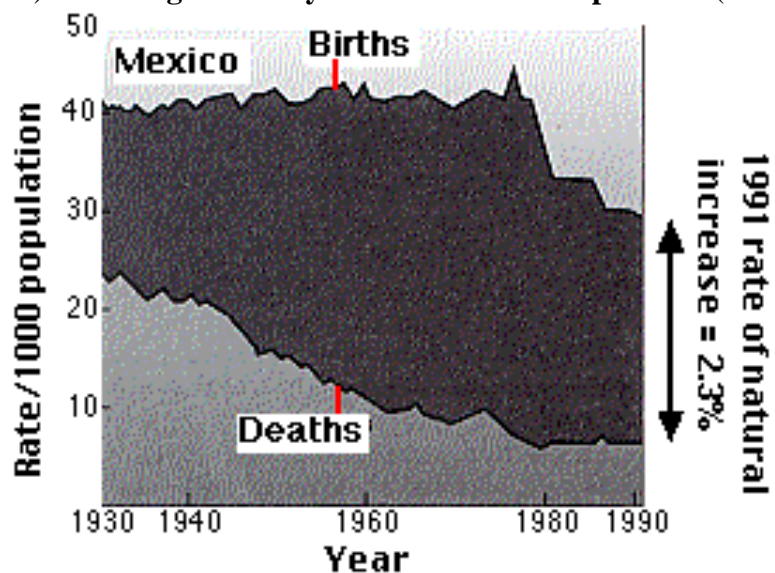
red=female
blue=male



Source: <http://www.sciencemag.org/cgi/content/full/296/5570/1029/DC1>)

147b) **What age-old urban health problems did modern plumbing and sewage solve?**

S148) **Declining Mortality Rate's Effect on Population** (Data: Population Reference Bureau)



S149a) Effects of Overpopulation on the Earth's Environment:

- Severe overcrowding;
- Famines;
- Pollution,
- Loss of Earth's forests & many species;
- Desertification;
- Ozone depletion & possible global warming;
- Major resource wars likely.
- _____ % of expected human population could disappear.

S149b

http://dotearth.blogs.nytimes.com/2009/03/13/scientist-warming-could-cut-population-to-1-billion/

Scientist: Warming Could ...

DOT EARTH

Nine Billion People. One Planet.

March 13, 2009, 11:33 AM


Scientist: Warming Could Cut Population to 1 Billion

By JAMES KANTER

[UPDATE, 1:45 p.m.: A roundup of [economists' and scientists' views](#) at the Copenhagen climate meeting and [a reaction from Mike Hulme](#), a participating scientist.]

COPENHAGEN — A scientist known for his aggressive stance on climate policy made an apocalyptic prediction on Thursay.

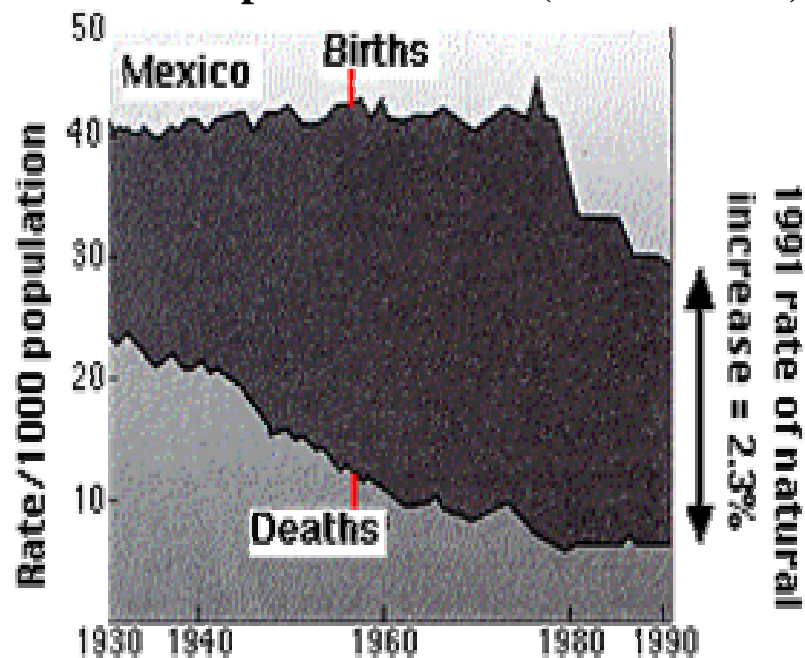
[Hans Joachim Schellnhuber](#), the director of the Potsdam Institute for Climate Impact Research in Germany, said that if the buildup of greenhouse gases and its consequences pushed global temperatures 9 degrees Fahrenheit higher than today — well below the upper temperature range that scientists project could occur from global warming — Earth's population would be devastated. [UPDATED, 6:10 p.m: The preceding line was adjusted to reflect that Dr. Schellnhuber was [not describing a worst-case warming](#) projection. h/t to [Joe Romm](#).]



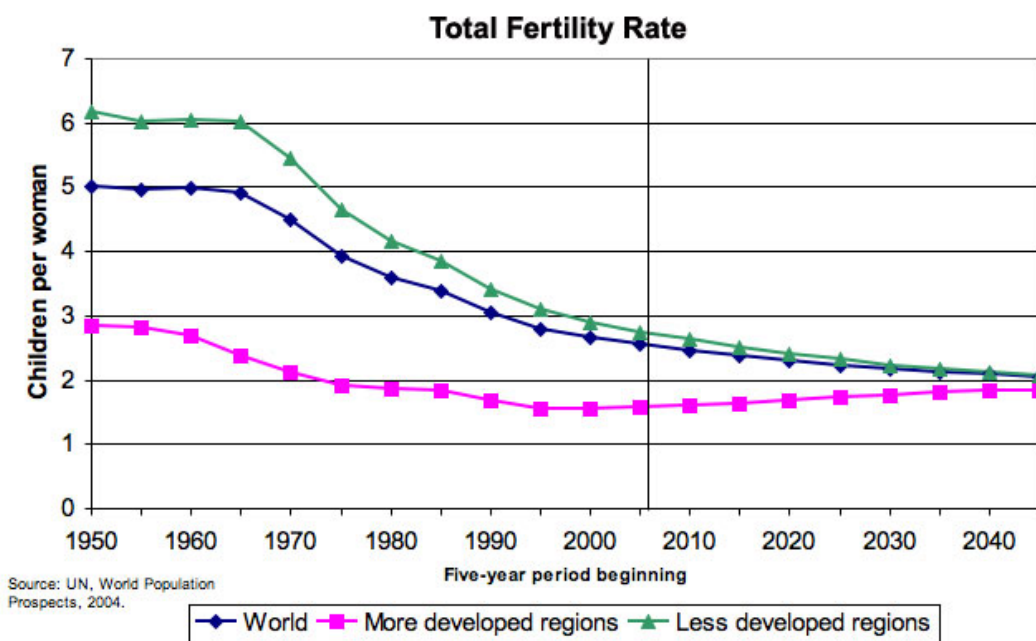
Lizette Kabré. Climate congress, Copenhagen 2009.

Hans Joachim Schellnhuber, director of the Potsdam Institute for Climate Impact Research, spoke several times at the climate conference in Copenhagen.

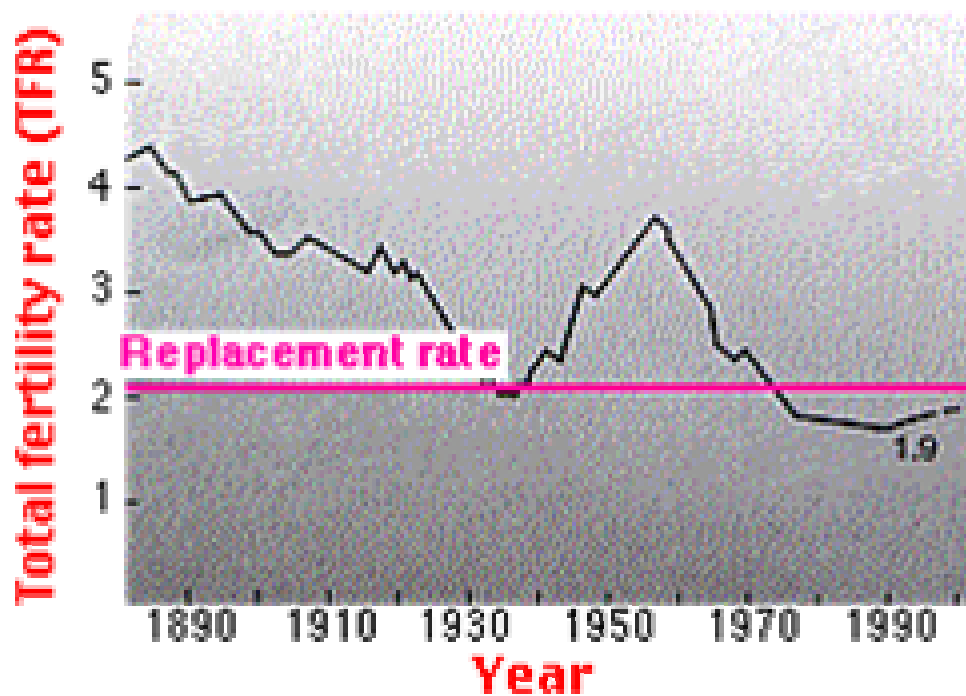
S150a) **World Population Trend (Mexico Data):**



S150b) **Projected World Fertility Rates**

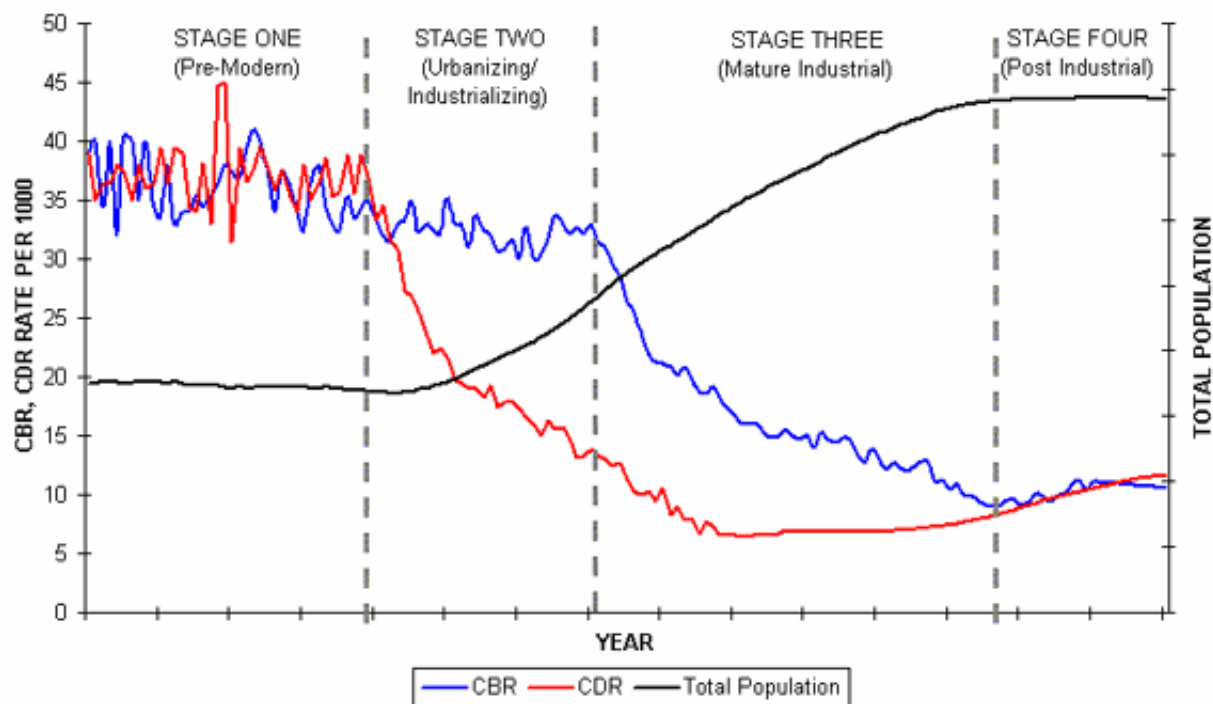


S151) Total Fertility Rate in US:



S153)

THE DEMOGRAPHIC TRANSITION MODEL



Source: <http://www.ldeo.columbia.edu/dees/V1003/lectures/population>

S154a) 4 stages of Demographic Transition Model

Pre-industrial Stage: little population growth because harsh social conditions lead to both high _____ and high _____ rates.

2) Transitional Stage: _____ begins, health care improves, death rates drop, but birth rates remain high.

3) Industrial Stage: when the birth rate drops due to _____ & social changes

4) Postindustrial Stage: birth rates drop to equal or below death rates, approaching or below _____ population growth.

154b) The Effects of Massive Human Expansion on the Earth's Environment

- What problems will human expansion & industrialism present to human health and well being?
- How does our current lifestyle affect the environment?

S154c) Discussion Questions for Clip 1:

- 1) How long will it take for the US's population to double?
- 2) How much more greenhouse gases does the average American produce than the average human?
- 3) What % of all species will be extinct by 2050?
- 4) What could the lack of sanitation and water lead to?

154d) Depletion of the Ozone Level:

What is the Ozone Level and why is it important?

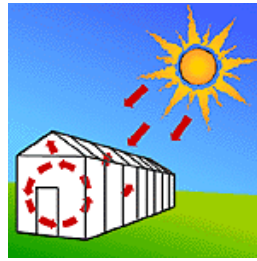
How much of it has been lost in North America since 1978?

What has caused this loss?

What type of health problems is this causing?



S155)
**Greenhouse
Effect**



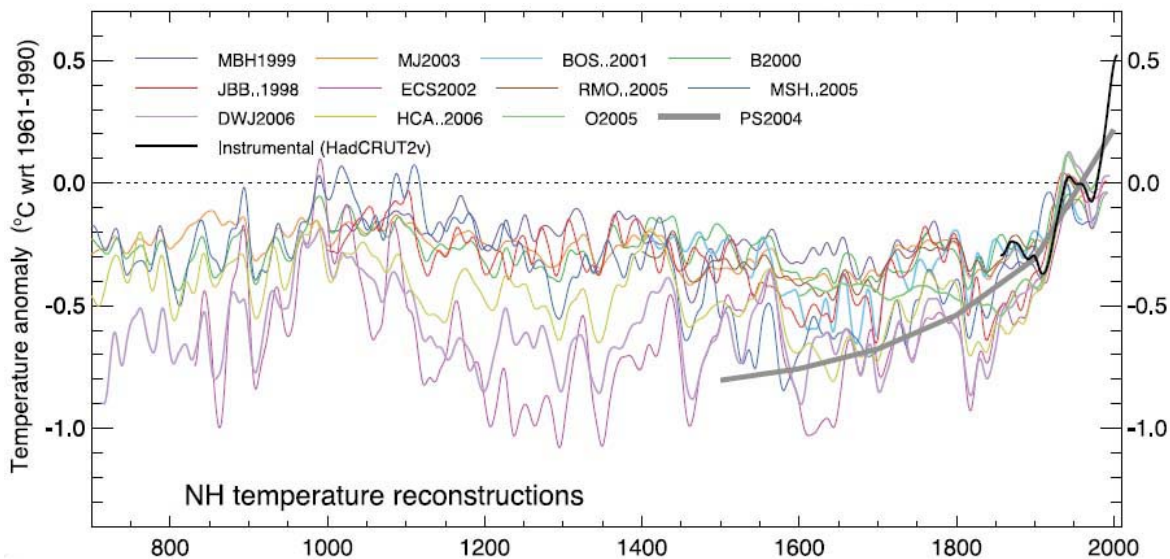
Buildup of CO_2 from the burning of fuels and wood keeps heat from escaping & raises the Earth's temperature.

Why is this a problem?

S155b) Consequences of Global Warming:

How much has the earth heated up since the industrial revolution?

s155b1) Temperature Rise in Northern Hemisphere since 400 AD (from Satellites, land & sea equipment)



Source: American Institute of Physics at www.aip.org/history/climate/xmillenia.htm

What problems will occur if the Earth warms 4-9 degrees f?

S155b) Expected Rise in Sea Levels by 2200

<http://www.guardian.co.uk/science/2009/mar/08/climate-change-flooding>

ists to issue stark wa...

Scientists to issue stark warning over dramatic new sea level figures

Rising sea levels pose a far bigger eco threat than previously thought. This week's climate change conference in Copenhagen will sound an alarm over new floodings - enough to swamp Bangladesh, Florida, the Norfolk Broads and the Thames estuary

Robin McKie, science editor
The Observer, Sunday 8 March 2009
Article history



With much of the country already below sea level, even a small rise would be devastating for the Dutch. Photograph: Peter Dejong/AP

Similarly, a commission of 20 international experts, called on by the Dutch government to help plan its coastal defences, recently gave a range of 55cm to 1.1 metres for sea-level rises by 2100. "Equally important, this commission has highlighted the fact that sea-level rise will not stop in the year 2100," said Professor Stefan Rahmstorf of Potsdam Institute for Climate Impact Research. "By 2200, they estimate a rise of 1.5 to 3.5m unless we stop the warming. This would spell the end of many of our coastal cities."

This point was backed by Dr Jason Lowe of the Hadley Centre, the UK's foremost climate change research centre. "It is still not clear exactly how much the sea will rise by the end of this century, but it is certain that rises will continue for hundreds of years beyond that - even if we do manage to stabilise carbon dioxide emissions and halt the rise in atmospheric temperature. The sea will continue to heat up and expand. In addition, the Greenland ice sheets will continue to melt," he said.

This latter effect could, ultimately, have a particularly destructive impact. Scientists have calculated that if industrial emissions of carbon dioxide and other greenhouse gases eventually produce a global temperature increase of around 4C, there is a risk that Greenland's ice covering could melt completely. This could take several hundred years or it might require a couple of thousand. The end result is not in doubt, however. It would add around seven metres to the planet's sea levels. The consequence would be utter devastation.

Such a scenario is distant, but real, scientists insist. However, at present, the most important issue, they argue, is that of short-term sea-level rises: probably around one metre by 2100. When that occurs, the Maldives will be submerged, along with islands like the Sunderbans in the Bay of Bengal, and Kiribati and Tuvalu in the Pacific. The US - which has roughly 12,400 miles of coastline and more than 19,900 square miles of coastal wetlands - would face a bill of around \$156bn to protect this land. Cities

What recent natural catastrophes have been attributed to global warming?

Why are the wetlands disappearing in the U.S.?

What natural disasters do such wetlands prevent?

S156) **Deforestation:**

- Loss of the world's forest land to logging or building new cities, highways & homes.

Each year _____ square kilometers of forest land are

- lost to logging;

1/2 world's rain forests cut down since 1945; all could be lost in future.



How does this affect human health?



S157

Desertification:

- The long-term loss of critical topsoil from overgrazing, poor irrigation, poisoning of soil with salts & alkaloids, mechanical agriculture & strip mining.
- **How is this affecting the health of the planet?**

S157b) Solution to Critical Top Soil Loss:

Why are farmers losing much of their critical top soil?

How can farmers prevent the loss of their invaluable topsoil?

What advantages does "No Till" Farming have over conventional farming?

S158) Solutions to our Environmental Crisis:

0) Cap and Trade (or Carbon Tax) Regulations:

1) Conservation:

2) Water:

3) Thermostats:

4) Mass Transit:

5) Women:

6) Family Size: